

Community Connections



Family



School

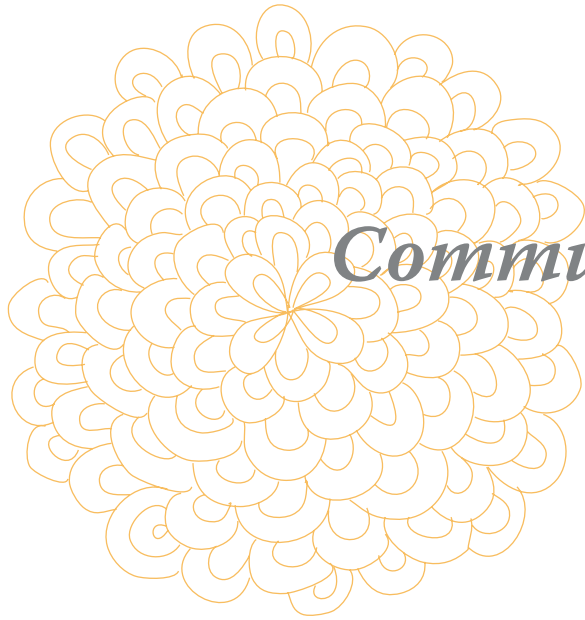


Community

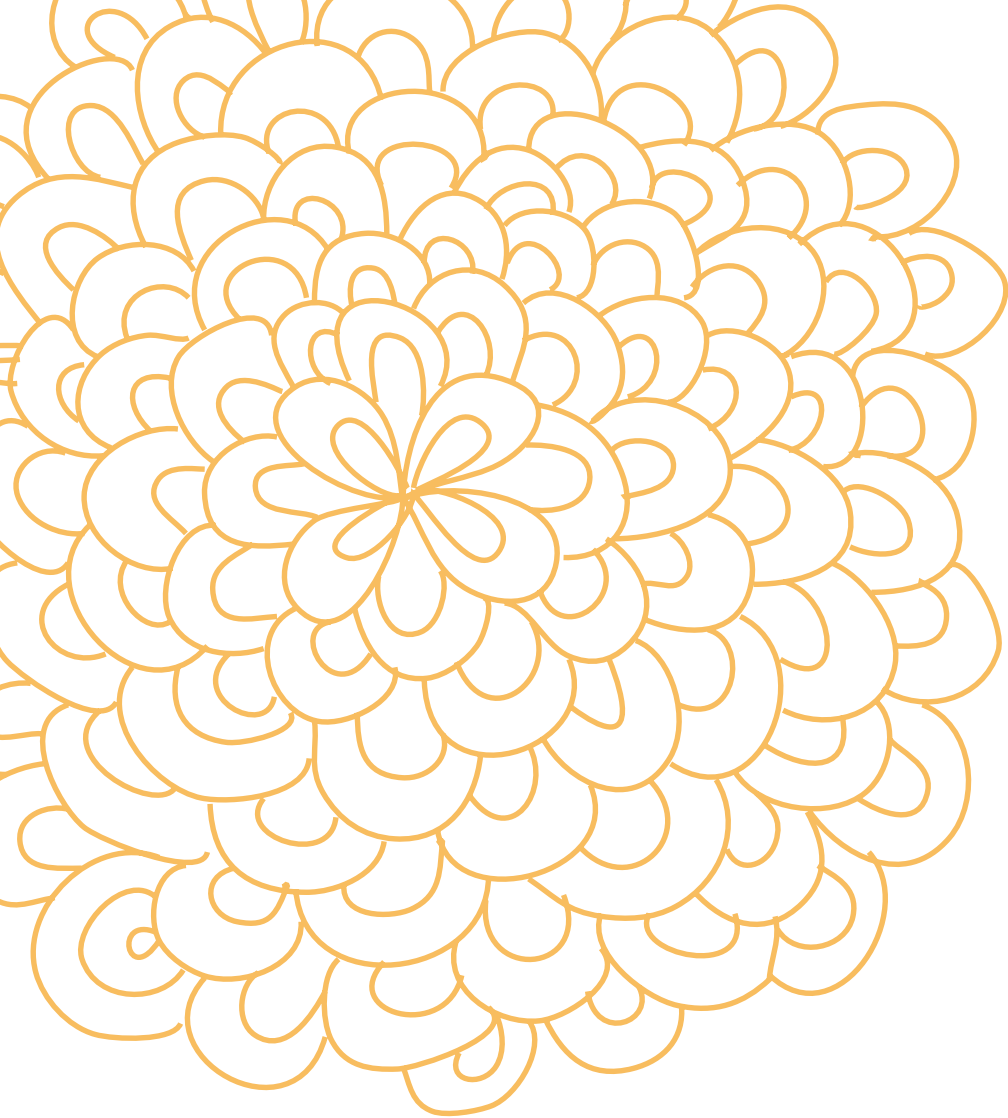


NCPTT





Community Connections



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by Eileen Engel

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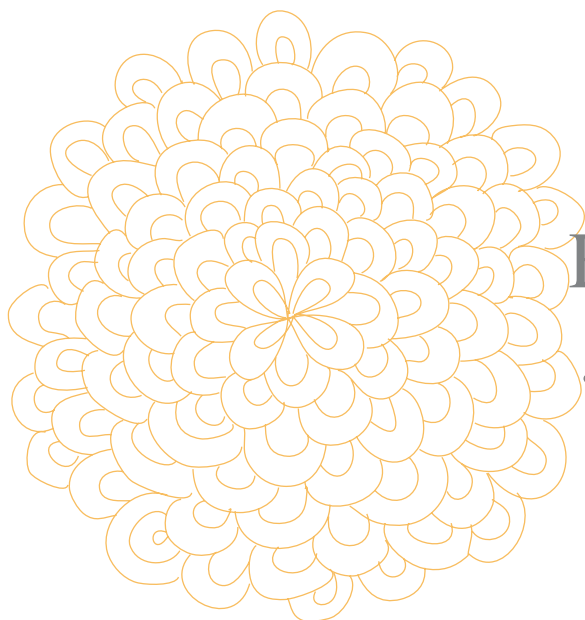
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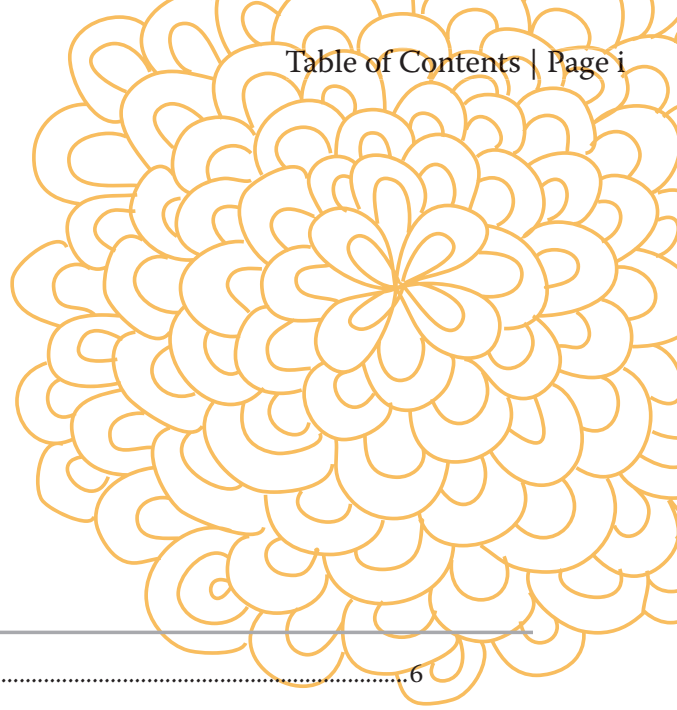


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Introduction

The National Center for Preservation Technology Training (NCPTT) in Natchitoches, Louisiana, was created to advance the use of science and technology in the field of historic preservation. Congress established NCPTT in 1992 to encourage research and training in multiple disciplines within preservation, including archeology, architecture, landscape architecture, and materials conservation. An additional program in heritage education for grades K-12 was established at the direction of Congress in 2000. This book is funded by project funds from the National Center's base budget to further heritage education values in the U.S.

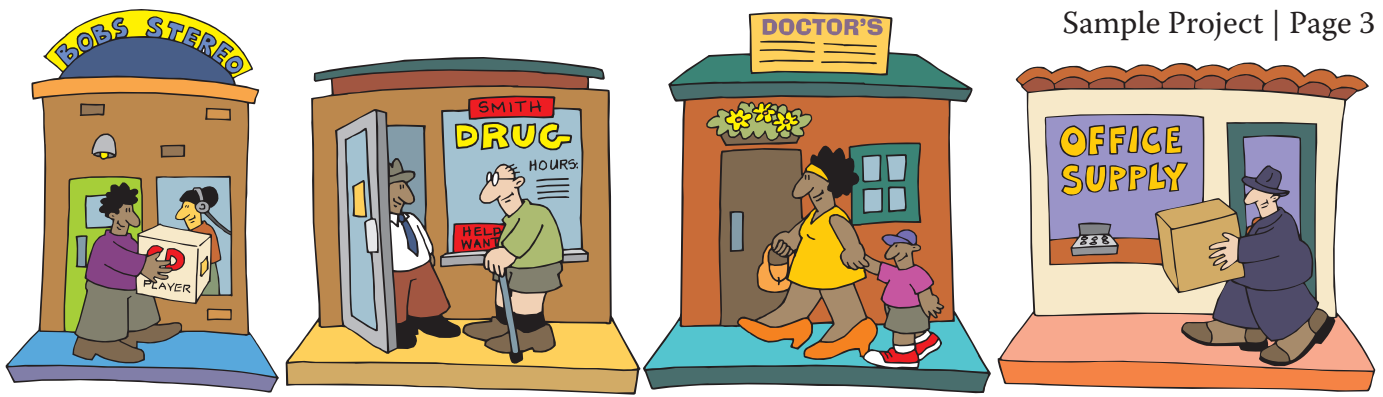
In order to preserve our communities for tomorrow, we must educate students today. *Community Connections* is an innovative, multi-tiered set of activities that involves students, teachers, families, and schools working together to learn about the places in which they live. The program activities have been successfully tested in classrooms around the country and the teacher and student responses have been overwhelmingly positive. We believe that these activities, which build and secure a deeper understanding and appreciation of our heritage, can be integrated into several areas of the curriculum, as well as offering unique and varied after-school and camp program ideas.

The Community Connections project staff created a seven thread activity book that leads students to knowledge about their community through learning experiences in the following areas or threads: **Interviewing, Foodways, Photos, Timelines, Time Capsules, Poetry, and Celebrations.**

We hope that students around the nation will discover their communities through this program and learn to value them as the national treasures that they are.

Executive Director: Kirk Cordell





Sample Project

Crowley, Louisiana, located in the southwest part of the state with a population of about 14,000 people, considers itself the Rice Capital of America. Built in the late 19th century, Crowley boasts over 200 buildings on the National Register of Historic Places. Two local teachers worked with city officials and Main Street Center staff to produce an outstanding model project using Community Connections.

The grade 3-8 classes began with a walking tour of their city, taking digital photos. They went into buildings, asked questions and toured them when possible. They also invited a grandmother of one of the students to give them background information about the history of the city.

Back in the classroom, the students completed timelines of the United States, the state of Louisiana and Crowley. They then compared the milestones of each. They also put together time capsules for themselves and the city. Downtown Crowley is undergoing a renovation, Crowley Streetscapes, and the city time capsule will be opened at the completion of the project.

“At first I didn’t want to do the project because I wasn’t from Crowley, but when we got started I realized how much the history of neighboring towns can influence one another. I am looking forward to doing projects similar to this one about my own hometown, as well as being a part of the revitalization of the Crowley Rice Museum—a project that grew out of this study.”—Amy Amiot, Student



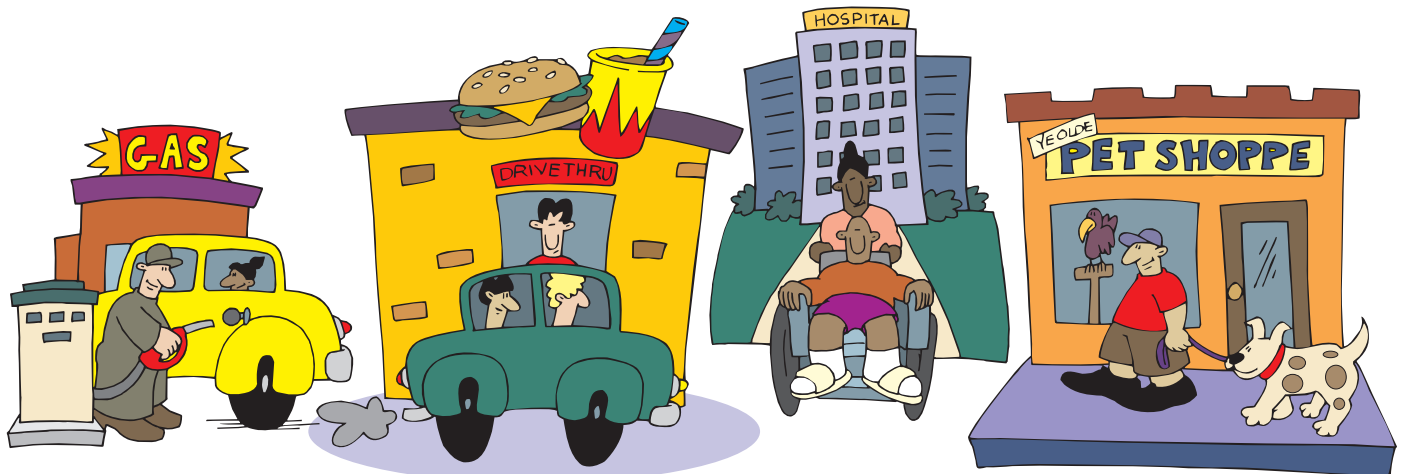


"I was impressed with the fact that the students knew so much about the city and Main Street program. Very few residents know all that these young people do." — Rita Johnson, Main Street Coordinator

Several art projects enhanced their work. They produced exhibits of black and white photography, pastel color-enhanced photography, and computer enhanced Andy Warhol influenced art that was displayed at the Rice Museum and City Hall. They even produced a mobile that featured key historic building, monuments and city memorials. In addition, they put together a beautiful quilt featuring historic buildings and some basic information about them.

"The projects the LEAP-Up students created as part of this unit were exhibited at the Rhonda Simon Gallery, the Historic Rice Theater, and the Crowley City Hall. Viewing these works made the general public aware of the commitment of this new generation to their community as well as their pride in the community." — Patricia Ronkartz, Teacher

Plans are underway to do similar projects for students from other cities in the parish.





Interviewing Thread

Background

Everyone has a story. In fact we all have many stories. They can be about our childhood, our schooling, every facet of our lives. We just need someone to listen. This unit is about asking and listening to the people in our lives, school, and community.

Though interviews are timeless, since the Depression in the 1930s, the United States has seen the enormous growth of documenting individual experiences. With the creation of the World Wide Web, the ability to access these interviews has exponentially expanded. Notable among these are the stories of thousands of former slaves who were interviewed in the 1930s as a part of the *Federal Writers Project*: <http://memory.loc.gov/ammem/snhtml/snhome.html>. Their stories are fascinating and reflect their lives both before and after Civil War. There are even some original audio recordings that allow us to hear the voices of former slaves and the moving descriptions of their lives.

In 2000, the U.S. Congress created the Veterans Project (www.loc.gov/vets/vets-home.html) that documents first-hand accounts from veterans of all of the U.S. wars from World War I to the present day.

The *StoryCorps* project (www.storycorps.net/), managed by an independent nonprofit, seeks to respect and celebrate everyone's lives through listening. Since 2003, tens of thousands of people have interviewed family and friends in an effort to document the everyday lives of Americans and answer the questions we each have for one another. Originally located only in a booth at Grand Central Station in New York city, *StoryCorps* has visited over 100 cities gathering tens of thousands of stories, and continues to travel around the U.S. chronicling American life in the early 21st century.

In this thread, students will interview people from their family, school and community to increase their knowledge base and put their lives in context. By learning and documenting everything from family stories about their names to stories about their community, students will develop new connections with these important components of their lives.

Purpose

The purpose of this thread is to connect students to their families, their school, and their community. The students will use listening, recording, and critical thinking skills to interview others and gain knowledge about themselves and their local surroundings.

Materials

1. Handouts
2. Photographic equipment (optional)
3. Recording equipment (optional)



Family



School

You and Your Family

Pass out the **Letter to Parents or Caregivers** and **Ask a Family or Guardian** sheets and assign them to students for homework. Make sure they are aware that they should ask one or two questions of their own. Use **Classifying Questions** and **Listening for Follow-Up Questions** if you think your students need assistance with developing appropriate questions.

When students return with completed sheets, have them discuss the interviewing process. Where did it take place? Who did they talk to? What did they learn? Then have them complete the **Naming Traditions** sheet with a partner.

You and Your School

Every school has its own culture and traditions that overlay the official rules and regulations. Perhaps it's a day when a certain food is served in the cafeteria or a cheer that is particular to the school. Researching these practices and discovering information such as the history of the school and its customs can connect it to the students in a new way.

Brainstorm what the students know about their school. Write on the board or have the students use the first two sections of the **My School** handout to help them put together their ideas about questions they may want to ask. The students can vote for their favorite questions. Model the interviewing procedure by using the **Release Form(s)** and the **Teacher Interview** sheet.

The students should now be ready to interview the principal or other school official using the **School Customs** sheet. Then they can finish the last section of the **My School** handout to record what they have learned.



Community

You and Your Community

Often students know very little about their community. Textbooks cannot give details for each community, of course, and many students finish their education knowing little about the city they live in.

If at all possible have the students take a walking tour of their community. Ask the students to make sure that they use more than just their eyes while they walk. They should listen to the sounds they hear, feel the temperature and notice other natural parts of the environment, even checking the texture of their surroundings. Though not necessary this will assist students in connecting with their community and develop questions for their interview. During the next class session, reflect on the walk, collecting words to describe the sounds, textures, and their thoughts on what they learned from their walk.

If possible, contact someone from your local **Historical Society**, **Downtown Development District** or **Main Street Center** to be interviewed. (See note below.) To see if your community has a Main Street program, see www.mainstreet.org. Your local town librarian might also assist you in learning about a person in your city that is knowledgeable about its past.

On the board, use two columns to list what your students know and what they want to know about their city. They can develop questions from the *what I want to know* section. You can assign various tasks to specific students for the interview; guest greeter, someone who will explain about the release form(s) and get them signed, an interview team, a note taker, and a photographer. An outline of these roles and others can be found at:

www.louisianavoices.org/pdfs/unit2/lesson3/individualrolesinthefield.pdf

Assist students individually or in groups to develop a final project. Look at **Appendix B** for some ideas, both in the presentation and service learning areas.

Special Note: The Main Street Center grew out of the *National Trust for Historic Preservation* in the 1970s. It offers an innovative approach to urban and rural commercial district revitalization in an effort to restore energy and dynamism to downtowns throughout the country. There are over 1,200 active Main Street programs nationally. The Center leads the revitalization of America's downtowns by serving as a clearinghouse, providing technical assistance, reporting research, and developing advocacy through consulting services, conferences, publications, a newsletter and trainings. The National Trust Main Street Centers programs empower groups through self-determination, resource conservation, and incremental transformation.

Enrichment

Create a walking tour of your community pointing out significant or curious places. Other ideas are a podcast or “virtual” web site to showcase their community. Historic buildings, local cemeteries, places with local legends and places that have significance within your community play an important role in your students world. Plot sites on a map with descriptive material about each place. Research their history and interview people who may know something about their origin or know stories about them. Try to find old pictures of the places you have chosen. Interview local people to find out more about place-names and local history.



Chose one building to document in detail. Photograph, measure and/or draw a floor plan of it. Collect oral history about the building from the current occupant, owner, or older member of the community, asking questions such as:

- When was the building built? By whom? For what purpose?
- What is its architectural style or house type?
- What was its original purpose? What is its current use? Has anyone lived in the building?
- What was the relationship between its construction and its purpose?
- How does it compare to other buildings in the community? How is it similar or different?
- How has the building changed over time (additions, natural disasters, renovations, painting, facade, etc.)?
- What was going on in the city and country when the building was built? Try to find old pictures of the building.
- How is it used now? Are there plans for the future?

Use a variety of art materials to make a Box City of your city. This innovative curriculum is over 35 years old and was created by the Center for Understanding the Built Environment (CUBE). It has been used successfully in cities all over the country and has received recognition from the National Endowment for the Arts, the American Institute of Architects, and the National Trust for Historic Preservation. See www.cubekc.org/catboxcity.html for product info and www.wsd1.org/sisternac/Box%20City/page3.htm for a sample plan.

Darla Thibodeaux, Teacher:

After the tour when the families went through town, the students told their families the history of the city and all about some of the buildings, much to the families' surprise.

Book Resources

Listening Is an Act of Love: A Celebration of American Life from the StoryCorps Project is a delightful book about the people of the United States. This book is a selection of stories from the vast collection outlined in the Background section.

Interviewing: Strategy, Techniques, and Tactics by Raymond Gorden is a textbook detailing all aspects of the interviewing process.

FieldWorking: Reading and Writing Research by Bonnie Stone Sunstein and Elizabeth Chiseri-Strater offers valuable resources with lessons for students.

Internet Resources

www.louisianavoices.org/Unit2/edu_unit2.html The Louisiana Voices: Folklife in Education website offers free public domain lessons from its award-winning program. This url goes to Unit II of the program which outlines how students can do a systematic program of fieldwork involving interviews.

www.louisianavoices.org/hurricanes_k12.html Also from the Louisiana Voices website, this URL is a compact program that students used after Hurricanes Katrina and Rita, though the activities may be used for any interviewing project.

memory.loc.gov/learn/ This site is a teacher's entrance into the American Memory Collection of the Library of Congress. It not only allows access to the 7 million historical artifacts in the Library collection. It also offers lessons and many other features for teachers.

National Register Information System (NRIS): **www.nps.gov/history/nr/research/nris.htm** This is the national database for historic properties on or eligible for the National Historic Registry. You can search the database for your community and discover if there are any local buildings or places listed.

Standards

Standards vary greatly from state to state. In order to assist teachers in aligning the activities to the appropriate standards, a list is included in **Appendix A** that gives the latest web address for each state's curriculum standards.

Letter to Parents and Caregivers

Dear Parents and Caregivers,

As part of our unit on *Community Connections*, the students will conduct primary source research by interviewing people at school, at home, and/or in the community. They will also be learning to ask good questions, listen well, take notes, follow-up on interesting points or missing information, follow directions, and behave politely. Students may want to interview several people. They must get the permission of those they interview to share the results. Finally, they will compile their research and develop a final product and be graded on both.

To prepare for this task, they will interview someone in their family about a familiar topic, their name. Please tell your child the story of how they were given their name. Students will then interview a classmate, and a school representative. They will finish with learning more about their community through interviews. They are to ask questions and record the answers.

Please contact me with any questions you may have about this project.

Thank you,

Teacher's name

Signature of Parent/Guardian

Date

Ask Family or Guardian

Name of Student (print): _____

Date: _____

Who named me? _____

Was I named for anyone? _____

Why was I given my name? _____

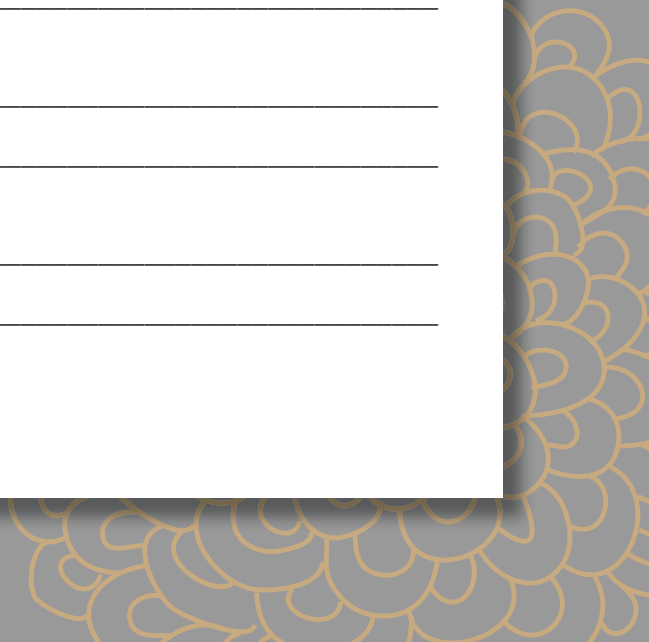
Did I ever have a nickname? _____

Ask one or two questions of your own.

1. _____

2. _____

3. _____



Classifying Questions

Name of Student (print): _____

Date: _____

Definitions:

Fact-Based Questions call for single facts as answers.

Open-Ended Questions ask the interviewees to explain details in their response.

Follow-up Questions arise during the interview.

Label each question below in the blank provided. For **Fact-Based** questions, write **FB**. For **Open-Ended** questions, write **OE**. And for **Follow-Up** questions, write **FU**.

1. What is a typical morning like for you?

2. When were you born?

3. You said earlier that you were named after your aunt and that you like her very much. Can you tell me more about why you like her so much?

4. Would you tell me about your memories of sitting on a porch with your grandmother?

5. What is your address and phone number?

Listening for Follow-Up Questions

Name of Student (print): _____

Date: _____

For each statement below, write two **Follow-up** questions in the spaces provided. Write **FB** next to **Fact-Based** questions and **OE** next to **Open-Ended** questions.

1. I was named after my Uncle George.

☐

Follow-up Question #1. _____

☐

Follow-up Question #2. _____

2. My favorite food is gumbo.

☐

Follow-up Question #1. _____

☐

Follow-up Question #2. _____

3. My uncle is teaching me how to carve ducks out of wood.

☐

Follow-up Question #1. _____

☐

Follow-up Question #2. _____

Naming Traditions

Name of Interviewer (student): _____

Date: _____

Name of Interviewee: _____

Circle one: ☐ boy ☐ girl

Start your interviewing by sharing something you know about your own name as you introduce yourself. Then ask for your interviewee's full name and correct spelling. The questions below will help you get started as you research your interviewee's naming traditions.

Who named you? _____

What do you know about your name? _____

Were you named for anyone? _____

Has your name ever changed? _____

What do you like or not like about your name? _____

Have you ever had a nickname? _____

Tell a story about your name. _____

What would you name a child? A pet? _____

Ask one or two questions of your own.

1. _____

2. _____

My School

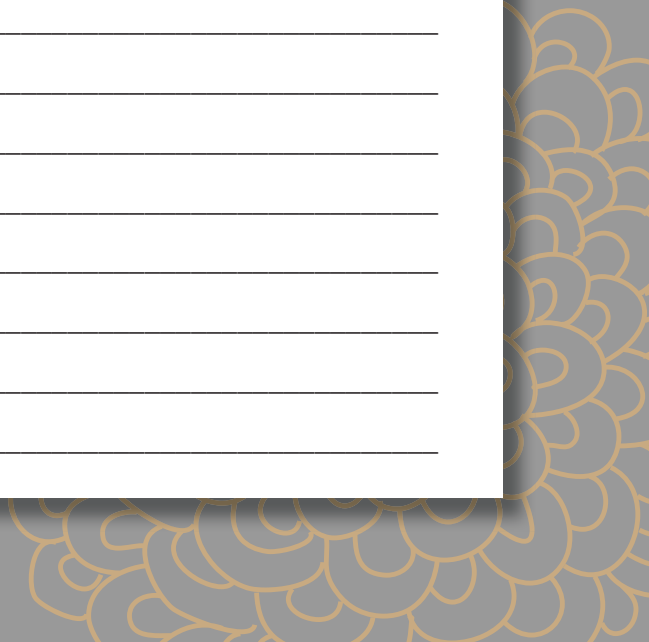
Name of Student (print): _____

Date: _____

What I know about my school: _____

What I want to know about my school: _____

What I learned about my school: _____



Oral Release Form

Record this statement at the beginning of an audio or video recording of an interview in the presence of the interviewee. Check the documentation method(s) used.

This is _____
name of interviewer

of _____
name of school

in _____
town and county/parish

on _____
date

I am:

☐

interviewing

☐

photographing

☐

tape recording

☐

video recording

Name if Interviewee: _____

Do you understand that portions of this interview may be quoted or used in a publication or exhibition for educational purposes? Interviewee needs to respond.

Written Release Form

Full Name of Person Interviewed (print): _____

Street Address: _____

City/State/Zip: _____

Phone: () _____

Place of Interview (include county): _____

Name of Interviewer (print): _____

Interviewer's School: _____

Date of Interview: _____

I understand that this interview and any photographs, tape recording, or video recording are part of scholarly research by students at the school named above. I give permission for the following (check all that apply):

☐

May be used for educational purposes and research at the above school.

☐

May include my name.

☐

May be included in a school publication or exhibit.

☐

May be included in another educational publication or exhibit.

☐

May be used but DO NOT include my name.

☐

May be deposited in a school, parish, or state archive.

☐

Other (explain): _____

Signature of Interviewee, Date

Signature of Parent or Guardian if Interviewee is a Minor, Date

Teacher Interview

Teacher's Name: _____
Date: _____
School: _____
Class: _____

When did you decide you wanted to become a teacher? _____

Why? _____

How long have you taught? _____

What subjects do you teach? _____

What do you like about teaching? _____

What do you dislike about teaching? _____

Have you taught in any other schools? _____

Tell a story about teaching. _____

Be sure to ask two or three questions of your own.

1. _____

2. _____

School Customs

Name of Student (print): _____

Date: _____

Below are some questions about your school. Ask your principal or other school official to answer the ones you don't know.

1. What is the full name of your school? Who or what is it named for? Has the name changed? Why? _____

2. When was the school built? Is this the first building with this name? _____

3. List the school colors, motto, emblems, sport nicknames. _____

4. Please list any annual or seasonal celebrations or festivals here? _____

5. Briefly tell about any of these school customs:

Unusual dress day at school _____

Signing of autograph book _____

Hall Decorating _____

Think of two or three questions of your own.

1. _____

2. _____

3. _____

Rubric for Interviewing Thread

Name of Student (print): _____

Date: _____

Performance Indicators	Possible Points	Actual Score
Brought signed letter back to school on time.	5	
Completed “Ask Family or Guardian” interview worksheet completely and neatly.	5	
Asked two or three questions of own.	5	
Interviewed another student about their name: “Naming Traditions” worksheet.	5	
Asked two or three questions of own.	5	
Completed: “Teacher Interview.”	5	
Assisted in selecting questions for interviewing.	5	
Actively participated in class interviewing activity.	5	
Worked well with others on project, both leading and following.	5	
Completed all sheets neatly.	5	
Behaved appropriately at all times.	5	
Followed directions.	5	
Total Possible:	60	



Foodways Thread

Background

Food nourishes us, but that is only the beginning of its part of our lives. A critically important part of our culture, it powerfully connects us to our family, ethnicity, and local community. Mealtime defines family roles and traditions. A critically important part of our culture, food powerfully connects us to our family and community. The food thread of *Community Connections* explores this vital part of our lives, and the diversity of our country. For example, turkey is a common traditional meal for Thanksgiving, but the way that turkey is cooked, and even the turkey itself, can vary greatly in different parts of the country. In the Florida Keys, fruits might be placed in the turkey cavity before cooking. In the Southwest chilies might replace fruits. In the Northeast, turkeys brined in salt, sugar and water are common. In the South, especially Cajun country, deep fried turkey is popular, while in parts of California, organic, free-range turkeys are gobbled up at the local supermarket. One bird, many possibilities.

Bringing food topics to school curriculums is an exciting way to stimulate and teach today's students. Many teachers have utilized the *Louisiana Voices Foodways Project* to assist their students in connecting with their families through food. In this project, students interviewed someone in their family preparing a recipe that is traditional to the family. An interview sheet and recipe sheet are completed and pictures taken of the event. The recipe sheets design allows easy compilation by type. The recipe sheets are assembled for a classroom cookbook and a variety of writing exercises are used to complete the experience. Teacher workshops on Foodways also compiled sample cookbooks.

Teachers show great enthusiasm for the project and many have continued the Foodways project yearly with their classes. They note that their students develop connections with family members they have rarely interacted with, and that they enjoy and are enthusiastic about the activities associated with the unit. In addition, families and principals support the project because it involves families in a unique way. Some of the cookbooks have been archived at the state library in Baton Rouge. This thread is based on the Louisiana Voices booklet on Foodways that can be found at www.louisianavoices.org.

Teacher Quotes on the Foodways Project:

The strengths of the unit were the connections made to the community, and documenting real-life situation through the writing process.

I enjoyed the project and my students did too. I will do it again in the coming school year and will encourage other grade level teachers to do so also.

Purpose

The purpose of this thread is to connect students with their families and communities through interdisciplinary activities focusing on food. They will learn interviewing, critical thinking, and language arts skills through the process.

Materials

1. Handouts (your choice)
2. Cameras



Family

You and Your Family

Since this thread requires much parental/guardian participation, it is important to send the **Letter to Parents and Caregivers** home a few days before you start the unit so that they can be prepared. The students are to observe a dish being prepared by a parent, family member or caregiver. They are to complete the **Recipe Sheet** and also the **Recipe Interview Worksheet I & II**. Though optional, students love getting pictures of the activity. Sending home a disposable camera with a specific number of pictures that can be taken has captured some very special moments. The students return with their interviews to class and complete additional handouts to reinforce the work. The recipe sheet has been devised so that it is easy for the teacher to subdivide the sheets brought into class according to type of food and run off copies for the cookbook. It is also important that they have the interviewee sign the **Written Release Form**, so that the recipe can be used in a class cookbook or other activity.



School

You and Your School

Work with school cafeteria personnel to complete the same procedure; watch a dish being prepared and interview the preparer. You may have to break students into groups to accomplish this. If you chose to do one interview, consider a student team. You can assign various tasks to specific students; guest greeter, someone who will explain about the **Written Release Form** and get it signed, an interviewer to ask the questions, a note taker or two, and a photographer. Make sure students get to tour the cafeteria to see where their meals are prepared and meet the cafeteria staff.

An outline of these roles and others can be found at:
www.louisianavoices.org/pdfs/unit2/lesson3/individualrolesinthefield.pdf



Community

You and Your Community

Find a local cook or restaurant chef to come to class to assist with the project. It does not have to be a professional, but should be someone who works well with students. Have the students develop several interview questions in addition to the ones on the **Recipe Interview** sheet. Invite the cook/chef to cook something in the classroom and give the recipe and interview to the students. You may want to have a student team do the official interview. You can assign various tasks to specific students; guest greeter, someone who will explain about the **Written Release Form** and get it signed, an interviewer to ask the questions, a note taker or two, and a photographer.

An outline of these roles and others can be found at:
www.louisianavoices.org/pdfs/unit2/lesson3/individualrolesinthefield.pdf

Enrichment

Teachers have created a variety of additional activities to supplement the unit. One teacher introduced the unit to her class by inviting the woman who taught her how to make teacakes when she was a young girl. The woman talked to the students and made teacakes with them.

Other enrichments include a potluck, where the recipe giver brings the dish to school for a feast. One teacher had the students create a PowerPoint presentation outlining their work. Another had an author signing party where the students all signed the cookbooks and gave them to their mothers for Mothers Day.

Teachers can find additional activities and assessments along with the full *Louisiana Foodways* unit at www.louisianavoices.org/la_food_trads.html.

Book Resources

The Everything Kids' Cookbook: From Mac 'N Cheese to Double Chocolate Chip Cookies—All You Need to Have Some Finger Lickin' Fun (Everything Kids Series) by Registered Dietician Susan Nissenberg is a delightful book that teaches children about kitchen safety, tools, and nutrition while providing them with over 90 recipes and 30 food-themed puzzles. Very creative and up-to-date.

Another good cookbook for students is the *Chicken Soup for the Soul Kids in the Kitchen: Tasty Recipes and Fun Activities for Budding Chefs* book by Jack Canfield, Mark Victor Hansen, and Chef Antonio Frontera. Like the other *Chicken Soup for the Soul* books, there are many personal reflections that could enhance the Language Arts connection.

Internet Resources

At www.earthskids.com/cooking_with_kids.aspx, there are many, neat resources here including recipes, lesson plans, books and supplies, online links and activities. Some of the recipes are also quite simple like, boiling an egg, or pasta, while others such as quesadillas are a bit more complicated.

The recipes at www.recipeladies.com/kidscooking.html are a lot of fun. There's **Aquarium Cups** with gummi fish in blueberry gelatin with whipped topping for surf and cheesy chicken casserole for starters. Lots to choose from.

Standards

Standards vary greatly from state to state. In order to assist teachers in aligning the activities to the appropriate standards, a list is included in **Appendix A** that gives the latest web address for each state's curriculum standards.



Letter to Parents and Caregivers

Dear Parents and Caregivers,

Our class will be studying food in their home, school and community during the next few weeks. Students will conduct primary source research by interviewing people at home, at school, and/or in the community. They will be learning about various traditions and how people learn and practice them. They will also be learning to ask good questions, listen well, take notes, follow up on interesting points or missing information, follow directions in a sequence, and behave politely. Students may want to interview you, another family member, or a community member. They must get permission from those they interview to share the results.

I am asking the students to observe someone cooking a meal that is traditional to them. They are to ask questions, and record the answers and write down the recipe.

Thank you,

Teacher's name

Signature of Parent/Guardian

Date

Written Release Form

Full Name of Person Interviewed (print): _____

Address: _____

City/State/Zip: _____

Phone: () _____

Place of Interview (include City/State): _____

Name of Interviewer (print): _____

Interviewer's School: _____

Date of Interview: _____

I understand that this interview and any photographs, tape recording, or video recordings are part of scholarly research by students at the school named above. I give permission for the following (check all that apply):

- ☐ May be used for educational purposes and research at the above school.
- ☐ May include my name.
- ☐ May be included in a school publication or exhibit.
- ☐ May be included in another educational publication or exhibit.
- ☐ May be used but DO NOT include my name.
- ☐ May be deposited in a school, city, or state archive.
- ☐ Other (explain): _____

Signature of Interviewee, Date

Signature of Parent or Guardian if Interviewee is a Minor, Date



Recipe Title (print): _____

No. of Servings per recipe: _____

Name of Recipe Giver: _____

Name of Student (print): _____

Date: _____

Recipe Category, check one:

Write the list of ingredients. Please use the following abbreviations: **c** for cup, **T** for tablespoon, **t** for teaspoon, **qt.** for quart, **oz.** for ounce, **lb.** for pound, **pkg.** for package, **doz.** for dozen, and **gal.** for gallon. Use additional paper if necessary.

Ingredients/Directions:

Recipe Interview Worksheet, Part I

Name of Interviewer (print): _____

Full Name of Person Interviewed (print): _____

Date of Interview: _____

Sample Questions:

Name of dish or food prepared. What other names is it known by?

When and on what occasions is this dish served? What other foods are served with this dish? How often do you make the dish?

How old is the recipe? Where did it come from? Where did you get the recipe?

What region of the United States or what country does this dish come from?

Recipe Interview Worksheet, Part II

Name of Interviewer (print): _____

Full Name of Person Interviewed (print): _____

Date of Interview: _____

Sample Questions:

Describe the process of preparing the food. Has the preparation of this dish changed over time? Why have you made these changes?

What is the importance of this dish?

Where do you get your herbs and spices for the dish?

What tools and utensils are used?

What is done with leftovers? Are the leftovers used in another recipe? If so, how are they used and why?

Don't forget to ask two or three questions of your own. Use additional paper.

Response Journal

Name of Student (print): _____

Date: _____

After the recipe interview, please complete the following:

I saw _____

I wish _____

I really liked _____

I was suprised _____

I want to _____

Preparing a Meal

Name of Student (print): _____

Date: _____

Directions: Think about the recipe you saw prepared. Then fill in the blanks. There are no wrong answers.

I saw _____ make _____.
(name) (dish)

It was very _____. When I came into the kitchen the first thing I saw was _____. Then I saw _____ and

_____. I could smell _____. The cook

began by _____. Then the cook _____.

The cook used _____ to help make the dish.
(tools)

Many things went into making this dish. Some of the ingredients were

_____, _____, and

_____. While making the meal, the cook talked

about _____. I learned that this recipe came

from _____. I got to taste the dish and it tasted

_____. I thanked the cook for letting me watch the

meal prepared. The cook said, _____. When I left I felt

_____. Now I know _____ about

cooking!

Foodways Self-Checklist

Name of Student (print): _____

Date: _____

Directions: Listed below are some quality features that will assure that your research will be accurate and complete. Make an X to show that a task was accomplished. First, use this checklist to assess your own performance. At the end of the lesson, your teacher will assess your performance and give you a grade.

	Quality Features	Self	Teacher
1	I brought the signed letter, Letter to Parents and Caregivers , back to school.		
2	I watched someone cook.		
3	I filled out the Recipe Worksheet and the Recipe Interview Worksheet I & II .		
4	I asked two or three questions of my own.		
5	I completed the Response Journal sheet.		
6	I completed the Preparing a Meal sheet.		
7	I brought all sheets back to school and turned them in to the teacher.		
8	All of the work I handed in was neatly written and complete.		

Sample Rubric for Observing Meal Preparation

Name of Student (print): _____

Date: _____

Who was Observed: _____

What Dish was Prepared: _____

	Exemplary ____ points	Accomplished ____ points	Developing ____ points	Beginning ____ points	Possible ____ points	Score
Preparing for Observation	Plans questions or designs a survey; makes appointment for visit; brainstorming about what might be seen.	Does most of the required preparations.	Does very little preparation.	Does not prepare.		
Obtaining Equipment	Obtains all necessary equipment and returns on time.	Obtains most of the required equipment.	Obtains some equipment.	Obtains no equipment.		
Researching and Gathering Information	Asks appropriate questions; collects a great deal of information, all relevant to topic.	Asks mostly appropriate questions; collects sufficient information, most relevant to topic.	Asks some inappropriate questions; collects insufficient information, some irrelevant to topic.	Gathers information irrelevant to topic.		
Analyzing Data	Takes notes accurately and thinks about data	Transcribes and thinks about notes.	Transcribes inaccurately; incomplete.	Transcriptions missing or inaccurate; no analysis evident.		
Designing Presentation	Chooses appropriate presentation materials; includes many different elements (recipes, drawings, photos, recordings, interviews); uses pleasing design elements.	Chooses appropriate materials; includes some elements; could improve design.	Chooses inappropriate material; includes a few elements; could improve design.	Chooses inappropriate materials; includes only one element; uses poor design.		
Delivery	Covers topic in depth; includes deductions and generalizations about observations; describes all steps in the process.	Covers main topics; includes a few deductions and generalizations; describes some steps in the process.	Covers few main topics; includes few deductions and generalizations; omits important steps.	Reports unfocused, topics don't fit main idea; omits important steps, and generalizations.		
Total Points						

Blank Assessment Rubric

Name of Student (print): _____

Date: _____

Who was Observed: _____

What Dish was Prepared: _____

Score							
Possible ____ points							
Beginning ____ points							
Developing ____ points							
Accomplished ____ points							
Exemplary ____ points							
Preparing for Observation							
Obtaining Equipment							
Researching and Gathering Information							
Analyzing Data							
Designing Presentation							
Delivery							
Total Points							



Celebration Thread

Background

Each family, school, and community has traditions that celebrate holidays, special events, and rites of passage. By learning about these celebrations, students develop a more refined sense of self and place.

Celebrations are events that mark special occasions that can be family, school, community, national and/or religious events. Birthdays, weddings, Fourth of July, Christmas, Thanksgiving, or a local festival can all be considered celebrations.

Purpose

The purpose of this thread is to connect students with their families and communities through interdisciplinary activities. Students are also expected to improve their research skills, and increase their awareness and interest in traditions that are a part of their lives.

Materials

1. Handouts
2. Sign or board

Note: Some students may not celebrate birthdays, so you will need to be sensitive to different beliefs. If this is the case you may want to choose another celebration to begin the discussion.

Activities

Begin by brainstorming with students all the elements of how we celebrate birthdays. List all of the ideas on the board or on small signs. Then go back and have them determine if everyone does all of the same activities. They can then be re-arranged within the two categories of Everyone and Some.



Family

You and Your Family

Assign **Family Celebrations** for homework. Have the students work with a family member or guardian to complete the task. They may use their birthday or any other celebration. After students return to the classroom with their completed handouts, discuss their efforts. Next, explain how *Venn Diagrams* work and have them partner with another student to complete the **Celebration Venn Diagram** worksheet. Other activities, **Comparing and Contrasting**, the **Celebration Matrix**, and a **Celebration Writing Activity** can be completed next.



School

You and Your School

Discuss school celebrations. Decide on one to document. This can be anything from a Thanksgiving luncheon to a school fair. Brainstorm all the ways you can document a celebration, e.g., letters home to parents, photos, audio recording, interviews, etc.

Look at the final projects in **Appendix B** to see possible venues for displaying the students' work. Assign students tasks, including designing a presentation. Use the **Celebration Matrix** and/or the **Celebration Writing Activity**.



Community

You and Your Community

Have the students choose an event that happens in your community or neighborhood to research. Interview people who organize and participate today and seniors who participated in the event in the past. Take oral histories, with students assisting in developing the questions. Check old newspapers, programs, posters, and/or photographs. Students can be put in groups to develop various aspects of the final project that will display the results of their work. Look at the final projects in **Appendix B** to see possible ways the class might present their findings. In addition, you can have your students complete the **Celebration Matrix** and the **Celebration Writing Activity**.

Have students use one of the **Celebration** templates individually or in groups to develop a flyer about their selected event. The templates can be run off for the students to write on or can be used on the computer as a technology component.

Enrichment

Expand your *Venn Diagram* horizon. Try a *Triple Venn* or more to challenge your students. One teacher used three regions of her state to show which celebrations were statewide, regional and local.

Have an older person from your community come to the classroom and discuss birthdays and other local celebrations or traditions from their childhood.

Develop a timeline for the community celebration.



Book Resources

In *Children Just Like Me: Celebrations!* authors Anabel and Barnabas Kindersley graphically illustrate some customs from around the world. Each custom has a child or children who are a part of a celebration story.

I'm in Charge of Celebrations is a delightful book to read to students from Byrd Baylor and Peter Parnall. They tell the story of a girl who shares her love for her desert life as she tells of her experiences with unique celebrations such as dancing in the wind on "Dust Devil Day" or sleeping outside during "The Time of the Falling Stars."

Internet Resources

You can get a general idea about birthdays at:

www.wikipedia.org/wiki/Birthdays

Students can see who they share a birthday with by investigating:

www.famousbirthdays.com/

To learn about birthday celebrations from around the world check out:

www.birthdaycelebrations.net/traditions.htm

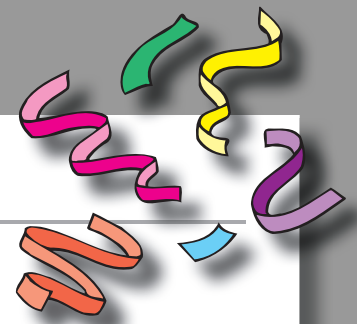
To learn about other celebrations around the world here are two sites that can assist you.:

library.thinkquest.org/10007/ and

www.sowashco.k12.mn.us/Ro/themes/1celebrations/celebrations.htm

Standards

Standards vary greatly from state to state. In order to assist teachers in aligning the activities to the appropriate standards, a list is included in **Appendix A** that gives the latest web address for each state's curriculum standards.



Letter to Parents and Caregivers

Dear Parents and Caregivers,

As part of our unit on *Community Connections*, the students will conduct primary source research by interviewing people at school, at home, and/or in the community in an effort to learn about celebrations. They will also be learning to ask good questions, listen well, take notes, follow-up on interesting points or missing information, follow directions, and behave politely. Students may want to interview you, another family member, or a community member. They must get permission of those they interview to share the results. Finally, they will compile their research and develop a final product and be graded on both.

Students begin by interviewing someone in your family, school and the community. At home they are to ask questions about a family celebration. This can include anything from the way your family celebrates birthdays, holidays, weddings, religious services, family reunions, etc. They are to ask questions, and record the answers. They will bring their findings back to class.

Please contact me with any questions you may have about this project.

Thank you,

Teacher's name

Date

Signature of Parent/Guardian

Date



Family Celebrations

Choose a family celebration and answer the following questions.

What is the celebration you have chosen? _____

Who comes to this celebration? (List by name and relationship, such as Amy-sister, Melissa-cousin, Lily-friend.) _____

What happens at this celebration? _____

When does it happen? (Every week, once a year, in the summer, etc.) _____

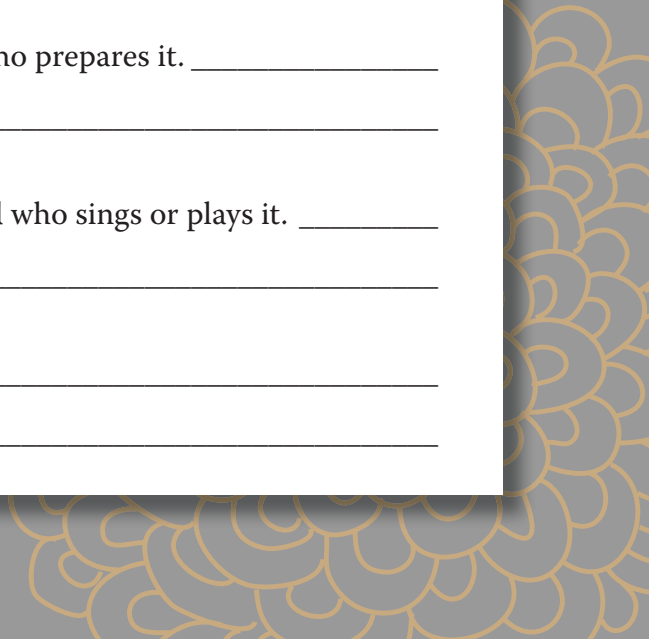
Where does this celebration take place? (Home, park, etc.) _____

When did this celebration start? _____

List any food that is part of the celebration and who prepares it. _____

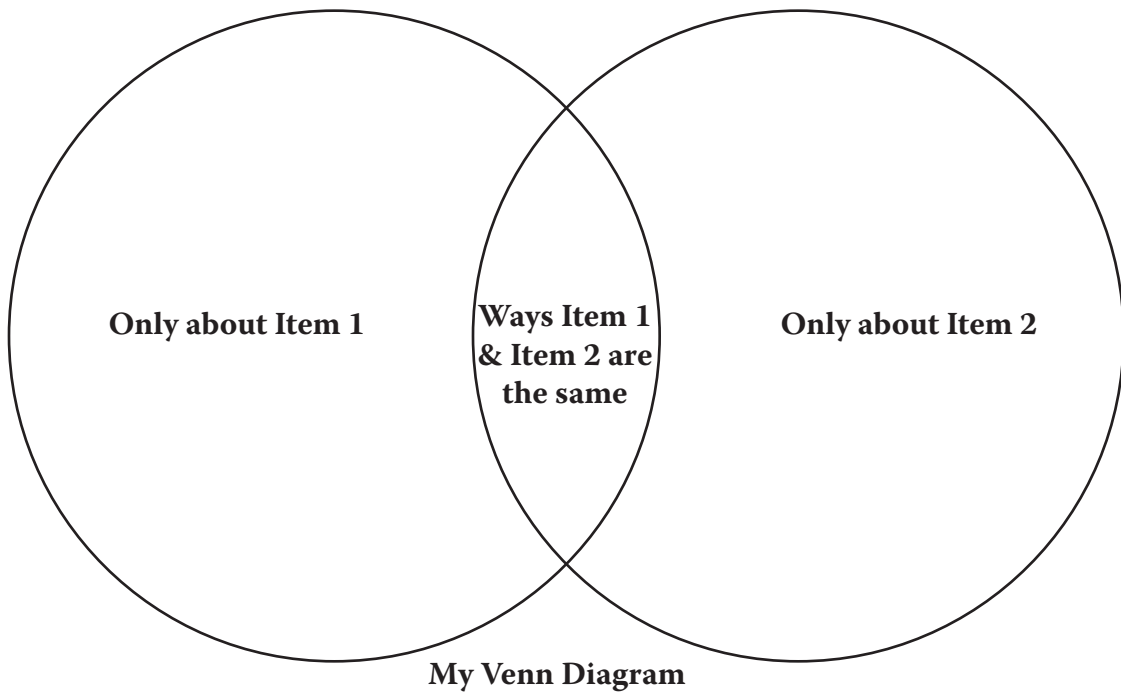
List any music that is a part of the celebration and who sings or plays it. _____

List any games that are played at the celebration. _____



Celebration Venn Diagram

The *Venn Diagram* is an organizational tool made of two overlapping circles. It is used to chart similarities and differences between characters, stories, or other elements.



Directions:

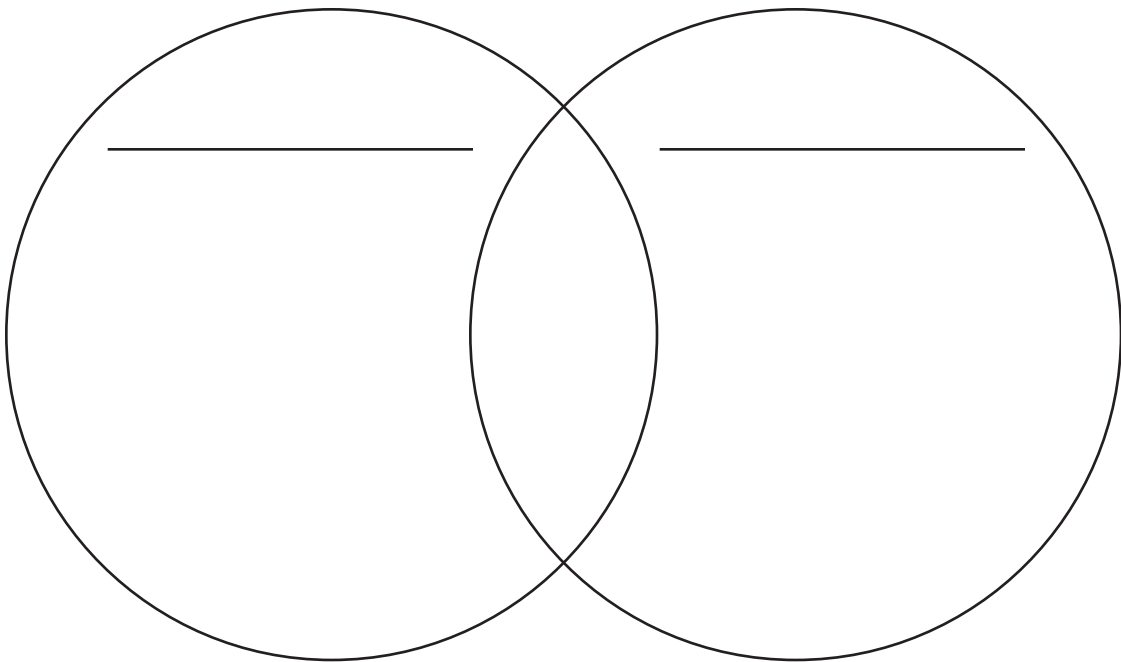
1. Read or think about two different topics or items.
2. Write the characteristics of Item 1 in the first space on the left.
3. Write the characteristics of Item 2 in the last space on the right.
4. Write the characteristics that both items have in common in the space in the center.
5. Analyze the data you have entered.
6. Write your conclusions on the lines below the Venn Diagram.

Comparing and Contrasting

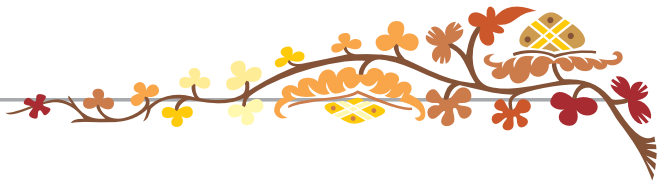
Name of Student (print): _____

Date: _____

Directions: Use the *Venn Diagram* to chart similarities and differences between characters, stories, or other elements of the celebration.



Celebration Matrix



Name of Student (print): _____

Date: _____

Celebration Name	When	Artifact*	Music	Food	Clothing

* Something that gives information about the celebration.



Celebration Writing Activity

Name of Student (print): _____

Date: _____

Tell about what happens in the celebration and then draw pictures or create a graphic organizer showing your favorite part of the celebration.

Describe your favorite part of the celebration. _____

Describe a part that surprised you. _____

Did anything confuse you? _____

Describe your feelings about the events. _____

Write a **Thank You Letter** to someone who helped organize the event. Make sure you mention the things that you thought went well. Write the draft of your letter below. _____

Celebration Self-Checklist

Name of Student (print): _____

Date: _____

Directions: Listed below are some of the things that are necessary for you to have a complete project. Make an X to show that a task was accomplished. First, use this list to see if you have done everything you need to do. At the end of the lesson, your teacher will assess your performance and give you a grade.

	Quality Features	Self	Teacher
1	I brought the signed letter, Letter to Parents and Caregivers , back to school.		
2	I completed the Family Celebration sheet.		
3	I completed the Celebration Matrix sheet.		
4	I completed the Celebration Writing Activity sheet.		
5	I completed the Celebration Flyer .		
6	I turned in the handouts and flyer on time.		
7	I followed directions.		
8	All of the work I handed in was neatly written and complete.		



Mardi Gras

Mardi Gras is a very old celebration. It is always on a Tuesday, forty-six days before Easter. There are Mardi Gras celebrations all over the world including Venice, Italy, Rio de Janeiro, Brazil, and New Orleans, Louisiana. New Orleans has been celebrating Mardi Gras for over two hundred years.

In the early days, masqueraders rode in carriages and threw small bags of flour. In 1857, a group of men from Mobile started the first organized parade. They named their group the Krewe of Comus.

Today's New Orleans Mardi Gras usually draws crowds of around one million people. And the big parades are only part of the story. Many other groups, such as the Mardi Gras Indians, parade on the same day.

Indians and Africans lived and worked together in Louisiana from its earliest colonial days. The Mardi Gras Indians celebrate this connection and parade with very decorative costumes that they hand sew. Each Indian tribe or gang has a chief, queen, and other special group members. They walk instead of ride on Mardi Gras day. Sometimes, when they meet up with other Indian groups, they have mock battles.

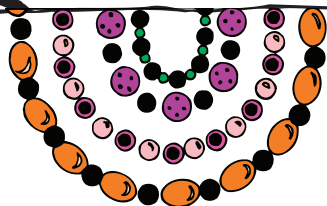


A lot of people walk the streets or parade on Mardi Gras day or the days leading up to Mardi Gras. But many more just enjoy watching the parades and catching the beads, doubloons, and other goodies from the maskers.



Important Points:

- Mardi Gras happens around the world.
- New Orleans Mardi Gras is over 200 years old.
- Many groups parade during the Mardi Gras season.
- Beads, doubloons, and other items are thrown by the participants.

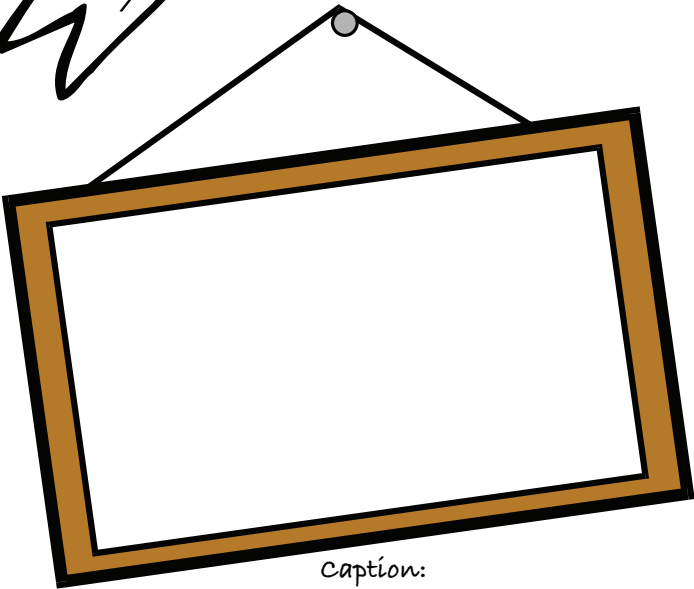
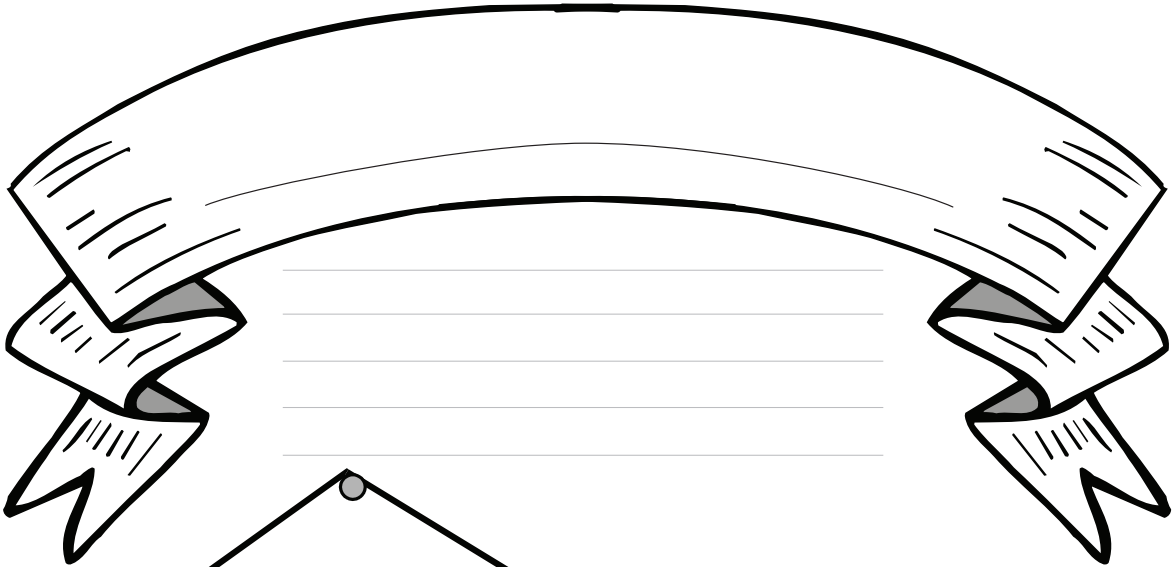


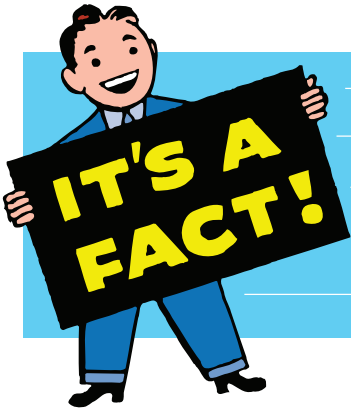
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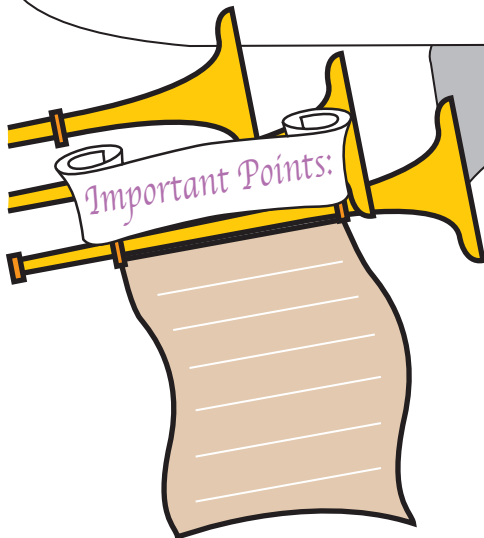
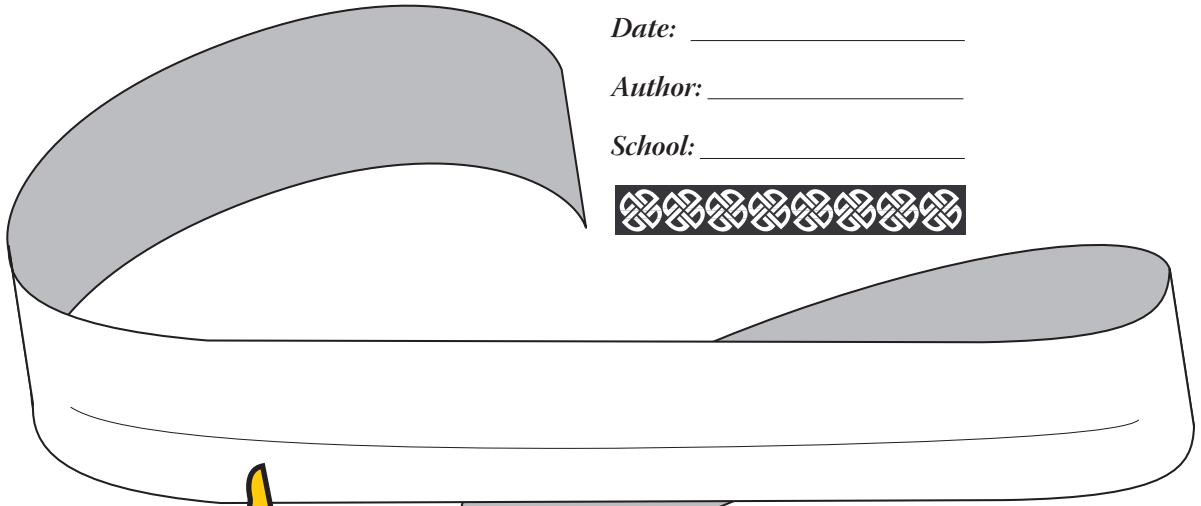




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Spilled Ink


Date: _____


Author: _____


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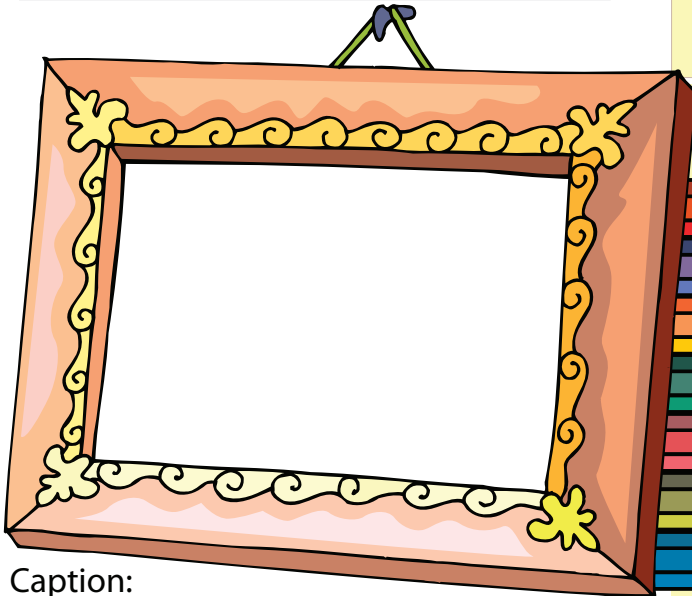






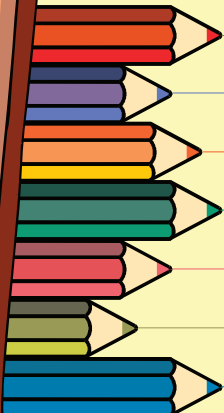




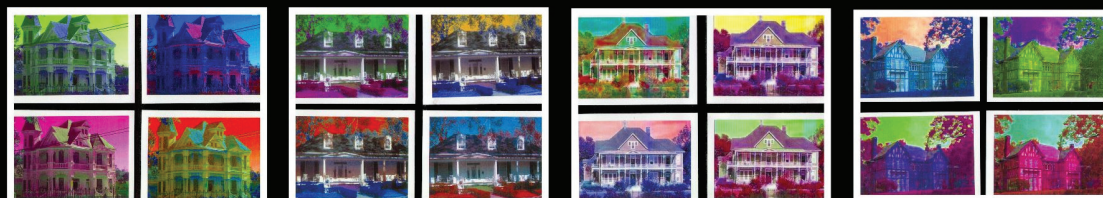
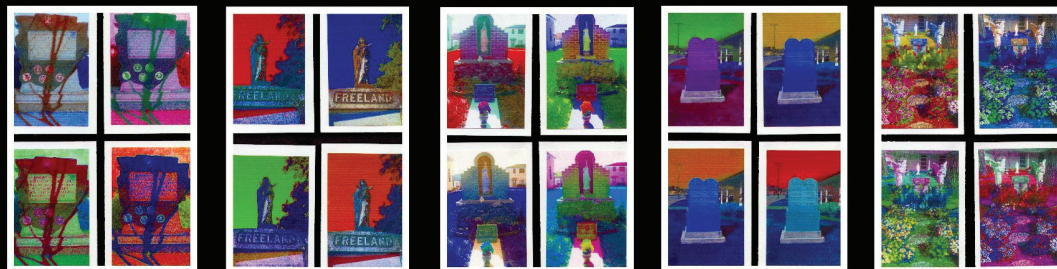


Caption:

Fun Facts:







Students should be encouraged to use a variety of artistic techniques. Here, 7th graders used the “Warhal” effect to dramatize their photographs.



Photo Thread

Background

The term photography means “drawing with light.” But it is so much more. To some people it is forbidden, because capturing the image of anything with a soul is not allowed. To most of the world, however, it presents opportunity without end. For almost two hundred years, photographs have shown us both the famous and the not so famous people in real life circumstances. A very early, 1826 photo can be seen at www.wikipedia.org/wiki/Photography. Not only are they accurate images of a time and people, but, they are also important indicators of historical and family circumstances. From the famous photos of Abraham Lincoln to last week’s family photos, observing these time capsules can tell us many things. In this unit, we will assist students in learning how to become good observers of what is going on in a photo as a prelude to an adventure in photography.

Students thoroughly enjoy the opportunity of taking their own pictures. This thread begins with the students looking at their own family photos and observing them. They are also asked to view a partner’s photos and attempt to determine the content of the photo by looking at the clues. After they have explored photos they then move on to learning about the camera and taking their own pictures.

Purpose

The purpose of this thread is to connect students with their families and communities through interdisciplinary activities. Students are also expected to improve their observation and project planning skills.

Materials

1. Handouts
2. Inspection Gloves. These are very low cost and provide students with a simulation of how curators and historians look at documents.
3. Photos and magazine pictures.
4. Disposable or digital cameras. Students can utilize either disposable or digital cameras. Experience with many classrooms and cameras reveal that students are very dependable when it comes to taking a specific number of photos and returning the camera to class to be used by other students. It is a good idea to get CDs of the photos for your archives and/or special projects with the students.
5. Materials for presenting photos.
6. It is helpful for students to visualize the importance of the **Photo Tips** with sample photos. These might include a picture taken too far away and one at the right distance, one with a solid or plain background and one with a “busy” background, one with the subject in the center of the photo and one with the subject in the wrong place, one with people smiling, one without the smiles, one with the light in the right place, one with the light in the wrong place, and one with the camera on eye level and one distorted from the eye level being too high or too low. Students enjoy being a part of these model pictures and having them in the pictures helps them pay attention to the hints.

Activities

Talk about the importance of photos, first in your family and then in your community. Historical photos can also be discussed. Show some large pictures/photos. Ask the following questions: What do you see in the picture? What do you feel when you look at it? What do you think the photographer was trying to show you? Does the photo tell a story? If so, what is the story? What part of the photo helps to tell the story?

If possible, take a disposable camera apart and show the students the different parts of the camera; viewfinder, flash, shutter, lens, film, etc. In disposable cameras, when you press the shutter button, a hole opens for a very short period of time. This lets light in to record a picture on the film. A chemical process is used to get the image onto paper.





Family

You and Your Family

Ask students to bring a photograph from home. In class, have the students individually do **Photograph Worksheet, Part 1** using Inspection Gloves which can be ordered online from the Sara Glove Co. at www.saraglove.com. These gloves are very inexpensive but give the students a chance to see how historians and archivists handle photos and artifacts. Have the students do **Photograph Worksheet, Part 2** with another student.

Brainstorm the kinds of pictures students might take. Make a list to help them think about all of the possibilities. Students should be allowed to take at least four pictures at their home. These can be used in a final project. Go over the **Top 9 Photo Tips for Students**.



School

You and Your School

Have your students try out their picture taking skills in the classroom after brainstorming the possibilities. Allow each student a chance to be the reporter and take one or two pictures throughout a day or week. Then use the photos to put together a classroom display or journal.



Community

You and Your Community

If possible, work with the Main Street, Downtown Development District or a Historic District or Society on this project. One good method to inspire your students is to tell them that you want to show a snapshot of your town to visitors. They can take pictures of historic buildings and homes, churches, fields, businesses, signs, empty storefronts, gyms, whatever they think represents their city at this point in their history. You might make a list of possible sites and have the students vote for their favorites. Allow students to take a variety of photos.

Photograph a community event such as a festival, parade, etc.

The students could develop a bulletin board or display of their photos and you could send copies to the Main Street Program, Downtown Development District, or Chamber of Commerce to be displayed.

Enrichment

Allow each student to present a photo essay on his or her work. Providing students with a large sheet of construction or poster paper will help them do this. Any interviews will help them provide captions. Alternatively, students can make a small book to display their work.

Students can produce brochures highlighting their photos.

Have a photo slide show for parents. These can easily be made with **PowerPoint** and can include one picture of each student and their school and community pictures.

To demonstrate how a camera works, make an easy pinhole camera. Instructions can be found at:

www.easyfunschool.com/article1093.html

Pick a tree, a building, a monument or other outdoor object and take a series of photographs at different times of day, seasons of the year, or in different types of weather.

Jigsaw puzzles can be made as a technology project. See:

www.basic-digital-photography.com/interesting-photo-projects-for-kids.html

Book Resources

Photography: An Illustrated History (Oxford Illustrated Histories) by Martin W. Sandler presents a history of photography through some of the most wonderful images ever made.

The Kids' Guide to Digital Photography: How to Shoot, Save, Play with & Print Your Digital Photos by Jenni Bidner is a good book if you chose to use digital cameras.

Another good book on children taking pictures is *Picture This* by Debra Friedman and Jane Kurisu. It outlines how composition, angles and lighting can make your pictures more exciting. It also includes fun photography projects for students.

Internet Resources

h10025.www1.hp.com/ewfrf/wc/activityCenterHome?lc=en&cc=us&dlc=en&extcat=scrapbooking&project=genealogykit&

This site offers hundreds of borders and formatting extras for photos. You can download the photo or just print out the frames and have the students cut out the photo section and put their own photos in. It also offers a great number of free printouts for holidays and other special events.

Standards

Standards vary greatly from state to state. In order to assist teachers in aligning the activities to the appropriate standards, a list is included in **Appendix A** that gives the latest web address for each state's curriculum standards.



Letter to Parents and Caregivers

Dear Parents and Caregivers,

Our class will be studying photography during the next few weeks in our effort to assist the students in learning about their home, school and community. Students will conduct primary source research by taking pictures. They will be learning not only about how a camera works and how to take good pictures, but also how to work with others in producing a product. They will also be learning how to listen well, take notes, follow directions, and behave politely.

Please contact me with any questions you may have about this project.

Thank you,

Teacher's name

Signature of Parent/Guardian

Date

Photograph Worksheet, Part 1

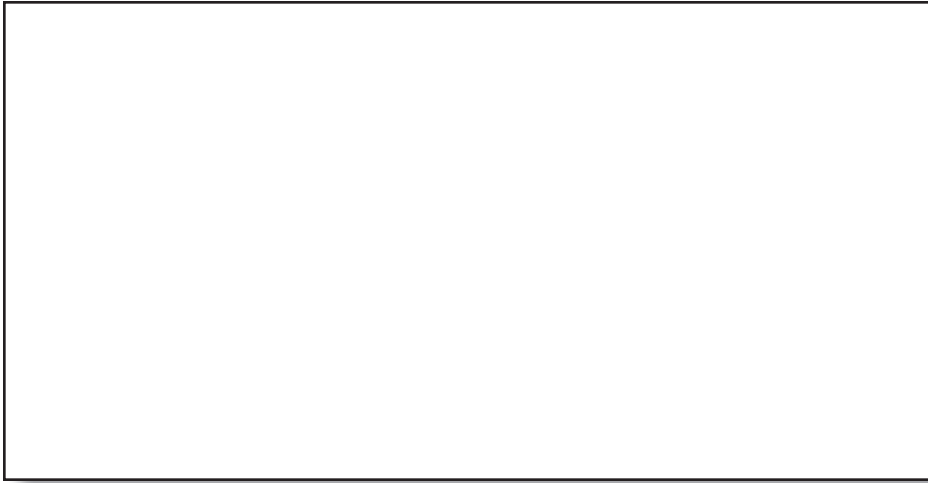
Name of Student (print): _____

Name of Partner (print): _____

Date: _____

Take a look at the photo you have brought to school.

Observation: What do you see? Draw a small sketch of your own special photograph.



Answer the following questions: Who is in it? What is in it? When was the picture taken? What is happening in the picture? _____

Why did you pick this photo? Would someone else be able to tell what is going on in the photo? _____

Photograph Worksheet, Part 2

Name of Student (print): _____

Name of Partner (print): _____

Date: _____

Trade photographs with your partner.

Look at your partner's photo without talking to your partner. Use the questions you answered about your own photo to make observations about your partner's photo. Write in the columns below:

I can tell...	Because...

Now interview your partner. Find out how well you have observed what is in their photo. After 5 minutes, switch roles—now the interviewer becomes the interviewee. Let your partner interview you about your photograph. After you have both completed the interviews, discuss what you have learned from one another. Complete the sentences below by filling in the blanks.

The most important thing I learned about my partner after examining his/her photo or object is _____

The most important thing I learned about myself from my photo or object is _____

Top 9 Photo Tips for Students

1. Move closer.

This is the biggest mistake most picture takers make. Too much in the photo, takes away from the subject.

2. Take the photo quickly.

People move, stop smiling, blink or just get tired of sitting still, so click fast.

3. Compose the picture.

Just like you would put together the parts of a drawing, put together the parts of a photo. Usually it is best to put the subject of the photo in the center.

4. Be selective.

Move the camera around a bit while looking through the viewfinder to see what shot is best.

5. Posing people.

The best way is to try to get people to smile. If they are at a meal, make sure you get the food in the picture. If they are not at a meal, try to get everyone's head close together. This usually helps everyone to smile and lets you focus on the people.

6. Hold the camera steady and level.

Sounds easy but it is difficult.

7. Lighting is important.

Make sure the source of light is **behind** the photographer.

8. Try to use a solid or plain background.

This makes your subject stand out and becomes the most important part of your picture.

9. Get on eye level or even with your subject.

If you are below or above the eye level of your subject, the object will not appear the way it really is. Parts of the body will be bigger or smaller than they really are.

Rubric for Photo Thread

Name of Student (print): _____

Date: _____

Performance Indicators	Possible Points	Actual Score
Took camera on assigned day and returned on assigned day with right number of photos.	5	
Chose appropriate subjects for photos.	5	
Photos followed Top 9 Tips.	5	
Excellent presentation of photos.	5	
Total Possible:	20	





Time Capsule Thread

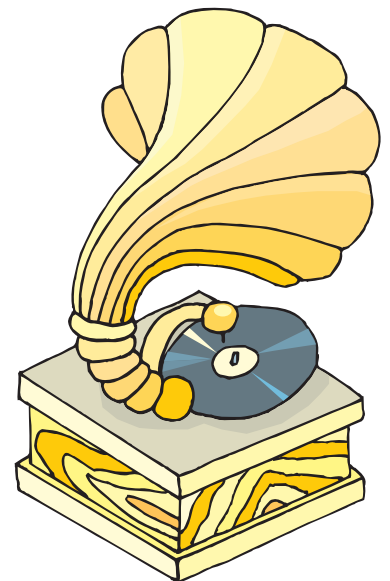
Background

Imagine a time machine that lets you look back into the past or forward into the future. That is what a time capsule can do: provide communication from those no longer here or allow us to send messages into the future.

Throughout history, these unique devices, in one form or another, have allowed us to look at what life was like in another time. They can be purposely put together as in this project, or they can be accidental. For example, finding the ancient city of Pompeii shows daily life almost 2,000 years ago, complete with intact samples of food, pottery and even graffiti.

Today time capsules are used in a lot of different ways. Individuals can even purchase small kits for a new baby or wedding to preserve items for the future. (See www.timecapsules.com) A great example of a time capsule is the Colorado Spring Century Chest. A local businessman spearheaded this effort in 1901. The specially made airtight chest contained letters, including one from Teddy Roosevelt, photographs of the era, letters to descendants and even a phonograph record of local college cheers. As scheduled, on January 1st of 2001, the capsule was opened and in the months that followed, the materials were scanned and put on the internet. The details of the project can be seen at: www.coloradocollege.edu/aboutcc/centurychest/

A kind of time capsule is even in space. Sent in two Voyager spacecrafts in 1977, they are phonographic disks which contain greetings in many different languages, pictures of places on the Earth and a variety of Earth sounds, including a rainstorm and a chimpanzee. On the disks are



symbolic directions of how to play the record and how to get to Earth. The spacecrafts have already left our solar system but amazingly still continue to transmit data back. (See www.jpl.nasa.gov/news/features.cfm?feature=555)

Time capsules are exciting venues for having students think about how to communicate information about their lives into the future.

Through *Community Connections*, students will compile materials for their own capsule, a school capsule and one for the community. They can be buried or they can be saved as keepsakes.

Purpose

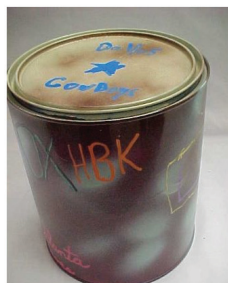
The purpose of this thread is to connect students to their families, their school and their communities. By creating time capsules, the students will use critical thinking skills to determine the appropriate articles for their time capsules.

Materials

1. Handouts
2. Small quart size canisters (such as Pringles can, coffee cans, small paint cans, pencil boxes, etc.) for each student
3. Two large gallon size canisters; (one for school, one for community) for each classroom (One teacher got her local paint store to donate cans.)
4. Disposable cameras for documentation

Activities

Introduce the activity to your students by discussing some of the time capsules in the *Background* section. Make a list on the board of things that they might want to share with students at your school twenty years from now.



Students can express their creativity on the outside as well as inside of their time capsules.



Family

You and Your Family

Capsules can be made of coffee cans, quart size paint containers, or even pencil cases. The can contain a variety of materials including:

Handout: **All About Me**

Family tree—There is a free family tree template available at **genealogy.about.com**. Though you need to have **Adobe Reader** software on your computer to get the tree, it is interactive. You can have your students enter into it online as a technology project or download one copy and print it for your students to use.

Copy of a family recipe

Handprint and/or footprint

Floor plan of their home

Recording of a family member interview and/or music the student/family likes

Letter to future relatives

Descriptions of a typical day/week

Photographs of their house, room, the family eating dinner, etc.

Newspaper clippings

Timeline of life





School

You and Your School

Capsules can be made of gallon size paint containers or other large containers. They can be buried or kept in the classroom to open later, possibly during the year the students graduate from high school. The capsule can contain a variety of materials, including:

- School mascot picture
- Recording of an interview and/or school cheers
- Short history of the school
- Copy of a week's menus from the cafeteria
- Photographs
- Letter to future students
- Description of a typical day/week schedule
- Student artwork
- Blank report card
- Timeline of school history



Community

You and Your Community

Community capsules can be gallon size or larger. The contents should reflect the times of the city or neighborhood. It can contain a variety materials including:

- Short history of the city
- Newspaper including front page, classified ads & supermarket advertisements with prices
- Photographs including:
 - Downtown buildings
 - Celebrations
 - Exterior of a gas station showing prices
 - Cars
 - Movie theater marquee with movies listed
- Letter from the mayor or city official
- Letter to future students
- Recordings of interviews
- Map of downtown made by students
- Timeline of city/neighborhood

Enrichment

Let's just say money is no object. You can actually have a custom made time capsule that will last for many, many years. Check them out at www.timecapsulesinc.com.

One teacher made time capsules at the beginning of the school year, stored the capsules in the ceiling of the classroom and made a treasure map of the location. At the end of the year, they completed the handouts again and then retrieved the capsules. They were amazed at the changes.

Contact the local newspapers. Making time capsules is an innovative activity they might want to cover.

Book Resources

We Were Here: A Short History of Time Capsules by Patricia Seibert introduces time capsules and talks about both intentional, World's Fair time capsules, and unintentional ones, like the Egyptian pyramids. She also writes a short chapter on how to create one of your own.

An inexpensive but creative book, *Make Your Own Time Capsule* by Steven Caney is really a kit that allows one person to create a time capsule. It is made out of shatterproof silver plastic and has a screw-top lid. There are instructions and an idea book included also.

Internet Resources

Wikipedia offers some info on time capsules at www.wikipedia.org/wiki/Time_capsule. In addition, it has several good urls in the External Links section.

More step by step directions can be found at www.wikihow.com/Create-a-Time-Capsule.

Standards

Standards vary greatly from state to state. In order to assist teachers in aligning the activities to the appropriate standards, a list is included in **Appendix A** that gives the latest web address for each state's curriculum standards.





Letter to Parents and Caregivers

Dear Parents and Caregivers,

As part of our unit on *Community Connections*, our class will be putting together three time capsules during the next few weeks. The students will conduct primary source research by gathering samples of things that represent them at home, at school, and/or in their community. Because the size of their time capsule is limited, they will be learning how to prioritize while they gather the objects that they need. They will also be learning how to listen well, take notes, follow directions, and behave politely. Finally, they will compile their research and develop a final product and be graded on both.

Please contact me with any questions you may have about this project.

Thank you,

Teacher's name

Signature of Parent/Guardian

Date

All About Me

Name of Student (print): _____

Date, including year: _____

This worksheet is for the future. Answer the questions so that you and others will know about you when you were a student.

What is your favorite time at school? _____

What do you like to eat? _____

What do you like to drink? _____

What is your favorite book? _____

What is your favorite movie? _____

What is your favorite television program? _____

Do you have a pet or pets? Describe your pet or pets. _____

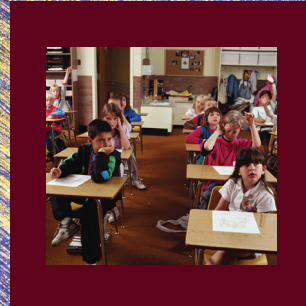
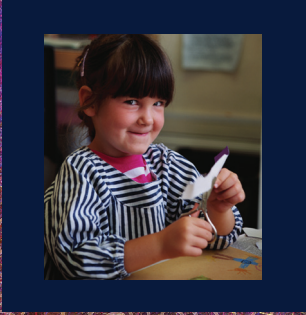
What do you want to tell students in the future? _____

Rubric for Time Capsule Thread

Name of Student (print): _____

Date: _____

Performance Indicators	Possible Points	Actual Score
Brought signed letter back to school on time.	5	
Completed All About Me handout completely and neatly.	5	
Actively participated in class time capsule activity.	5	
Assisted in selecting community time capsule activity.	5	
Followed directions.	5	
Total Possible:	25	



Timeline Thread

Background

Visualizing information is very difficult for many learners. Often they can memorize dates but have no way of putting them into context. Timelines are useful teaching tools that help students envision information in a new way and put it into perspective. They also help students with chronological thinking. It's a lot like putting together pieces of a puzzle. Individually it is difficult to determine what the pieces are, but put them together and suddenly the picture becomes clear. Timelines can add another piece to a student's learning puzzle. One of the good things about timelines is that there are so many ways to do them that they can be done at different times of the year in different ways and the students will still be enthusiastic about doing them.

There are several types of timelines. The most commonly used ones are horizontal and vertical timelines with segments for specific periods of time. Comparative timelines take two timelines and compare them side-by-side. For example, the history of the U.S. might be compared to the history of a state or city. Physical timelines involve the students in being a part of the timeline. A computer timeline program is at www.srbrowning.com/whowhatwhen/. This program allows you to name a decade in which someone was born or the name of a prominent person and it will show a timeline of who lived at the same time. One student's drawings of a Dr. Martin Luther King, Jr. timeline can be seen at:

www.pps.k12.or.us/schools-c/pages/buckman/timeline/kingframe.html

Timelines are excellent graphic organizers that put curriculum into perspective.

Purpose

The purpose of this thread is to connect students with their families and communities through interdisciplinary activities. Students are also expected to improve their understanding of the concepts of time and chronology.

Materials

1. Handouts
2. Ribbon, string or a clothesline
3. Poster board or other paper to make signs

Activities

In this thread the **You and Your School** thread comes before the others because of the subject matter of the introductory activity.



School

You and Your School

Physical timelines are a great way to introduce timelines to your class. Print signs with the months of the school year in one color and then events that occur throughout the year; school opening, Spring Festival, holidays, etc. in another color. Have students hold monthly signs at equal lengths from each other. Next, the events people line up one at a time by the month in which they occur. Then have a ribbon, string or clothesline held from the beginning of the line to the end of the line. In addition, you can have signs for national and state holidays.

Students can make a paper and pencil timeline with drawings to represent the physical one they have completed.



Family

You and Your Family

Brainstorm with the students about events that have happened in their lives; birth, first word, walking, first time to go to school, etc. Have them work with their parents/guardians to make a vertical timeline as homework. Explain that in a vertical timeline events that happened first are usually at the bottom. (**Vertical Timeline** or **Ribbon Timeline**) They can use family photos or draw photos on the side of the timeline.



Community

You and Your Community

Brainstorm with students to determine the questions they want to ask in order to have the information they need for a timeline of the history of their community. Interview people from your local Main Street Center, Downtown Development District or Historic Society. (See information about Main Street Center programs in the Interviewing Thread.) Students can develop individual timelines for their community or the class can create one together or in groups.

Construct a timeline that compares the history of your community and the history of the United States.

Bertha Hinojosa:

The principal was very impressed by the idea of a pictorial timeline. Parents got excited too. We learned much about how different cultures celebrate life and birth in particular.

Enrichment

Living Timeline—Have your students research people from various times in your community's history. They can represent these people at the appropriate point in the timeline and talk about their lives.

If you do the introductory activity at the beginning of the year you can take pictures throughout the year and make a board length timeline at the end of the year using the pictures. Drawings work well too.

Use timelines in other areas of the curriculum. Fiction books are excellent vehicles for timeline making.

Use a variety of possible timelines types including wall, notebook, and accordion fold.

Book Resources

There are many timeline books available that could be related to other parts of classroom curriculum. The best way to find them is to go to **www.barnesandnoble.com** and search the children's book segment with the key word timeline. Over 160 titles are offered.

A *Timelines of World History* book by John B. Teeple that is full of timelines for various segments of history.

The British Museum published a series about ancient civilizations under the heading *Pocket Timeline*.

Internet Resources

The American Memory Timeline from the Library of Congress at **memory.loc.gov/learn/features/timeline/index.html** has a treasure trove of American History sources and activities.

At **www.springfield.k12.il.us/movie2/timeline.html**, you can find a description and rubric for a project that asked students to do a year by year timeline of their lives and what was happening in the world at that time.

A really neat site that your students can use as a technology component is found at **www.readwritethink.org/materials/timeline/**. Students input dates and events and can print up a horizontal or vertical timeline.

Standards

Standards vary greatly from state to state. In order to assist teachers in aligning the activities to the appropriate standards, a list is included in **Appendix A** that gives the latest web address for each state's curriculum standards.

Patricia Ronkartz, Teacher:

This project created several important connections between our class and the community. The students feel that what they do makes a difference in their community and they can see the changes that are happening first hand. They have become involved members of the community, not just residents.



Letter to Parents and Caregivers

Dear Parents and Caregivers,

Our class will be studying timelines during the next few weeks in our effort to assist the students in learning about their home, school, and community. Students will conduct primary source research by developing timelines about these important areas of their lives. They will be asking you questions about significant times in their life, for example, when they first walked or went to school. They will also be learning how to listen well, take notes, follow directions, ask questions, and behave politely. Finally, they will compile their research and develop a final product and be graded on their work.

Please contact me with any questions you may have about this project.

Thank you,

Teacher's name

Signature of Parent/Guardian

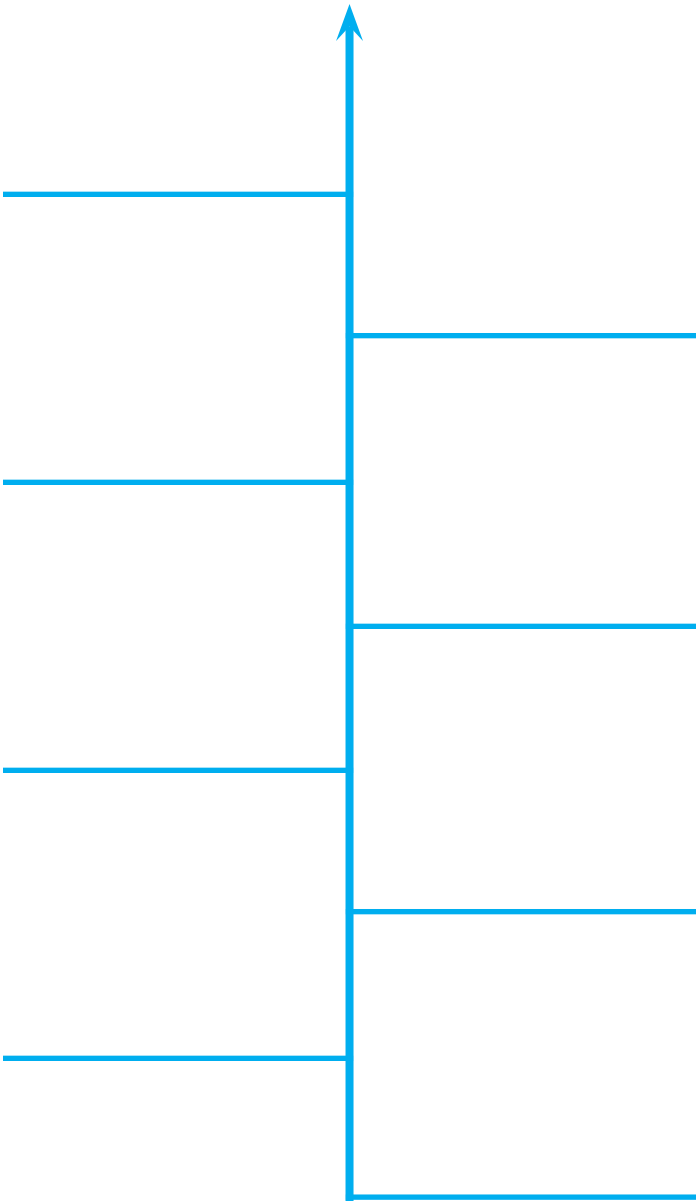
Date

Vertical Timeline

Name of Student (print): _____

Date, including year: _____

Choose one duration of time for all of the lines; one year, two years, five years, etc.



Ribbon Timeline

Name of Student (print): _____

Date, including year: _____

Choose one duration of time for all of the segments; one year, two years, five years, etc.



Rubric for Timeline Thread

Name of Student (print): _____

Date: _____

Performance Indicators	Possible Points	Actual Score
Brought signed letter back to school on time.	5	
Completed Timeline handout completely and neatly.	5	
Actively participated in class timeline activity.	5	
Assisted in selecting community timeline milestones.	5	
Followed directions.	5	
Total Possible:	25	



Poetry Thread

Background

Poetry is probably older than the written word. Historians believe that oral recitations of stories were in poetic form because it is easier to memorize. Some poems have been found that are probably over 3,000 years old and were written on clay tablets. Reading them today brings back images of the distant past and people sitting around a fire listening to a recitation of these lyrical works.

Learning poetry can be an exciting experience for students. Don't be afraid to give it a try. Students will enjoy the opportunity to be creative and often the students that shine are those that have difficulty in other subjects. A wonderful example of a classroom poetry project is from a class in Louisiana that produced an anthology entitled *Making Lemonade*. The students created heart felt responses in poetry to Hurricanes Katrina and Rita. Their work inspired many who read the poems, but most importantly, provided an opportunity for them to tap into, and release some of the strong feelings the storms created in their lives.

Teacher Quotes on the Poetry Project:

This is one, if not the, most powerful unit I have ever taught.

In addition to teaching skill and content it allowed for emotional growth and healing.

Purpose

The purpose of this thread is to connect students with their families and communities through interdisciplinary activities. Students are also expected to become more familiar with word usage and the use of language to impact meaning.

Materials

1. Poetry Books
2. Handouts

Activities

Due to the nature of this thread, all of the subheadings, **You and Your Family**, **You and Your School**, and **You and Your Community** are treated together.

Introduce the unit by reading some age appropriate poetry to your students. (See book ideas and URLs below.) Information about poetry that is important to each state can be found at www.poets.org/page.php/prmID/382. At this site, popular state poets including the poet laureate and others are cited. In addition, a ranking of **Most Popular Poets** by visitors to poets.org is listed for each state.

Explain to students that in the next few days they will be writing their own poetry. Students will learn about three forms of poetry; acrostics, cinquains and free verse, and write poems about themselves, their school and their community in each one of these forms. Poems about their school and community can be group activities.

A good way to start is to have the students memorize a poem, such as *Dreams* by Langston Hughes (see **Sample Poems**). Children love poetry, especially poetry with sounds and a nice rhythm. Often even into their adulthood, they will remember that poem. You can introduce the concept of a stanza and discuss the poem line by line. Relate the poem to the dream that is required to start a family, school or community, and the dreams they have for their future.

Acrostics are an excellent starting point for children to learn how to write poetry. Amazingly acrostic poetry is very old, probably dating back over 2000 years. It allows some structure while giving students full reign to express themselves. The easiest form of acrostic poetry is the list poem that has the poet write a word down the side of the page and then write a word, words or phrase beginning with that letter. (See **Acrostic Poetry**.)

Cinquains are only about a hundred years old, but they have become very popular. The name cinquain comes from the Latin word *quinque* which means five. Cinquains are five lines long and can have a syllable pattern of 2, 4, 6, 8, 2. Another way to write a cinquain is detailed in the table shown in **Cinquains** handout.

Many poems today are written in free verse. Free verse is exactly what it says, without rules about rhyme, syllables, etc. The writer can write their own rules, though it should have a flow of images and speech patterns that makes it work. An example of free verse written by Carl Sandburg is on **Sample Poems** handout. The **Free Verse Poetry** handout offers a format you can have your students try.

Enrichment

Bring a poet to class and have them read some of their work.

If your class reads a fiction book together, make a poem using one of the forms in this lesson.

Try several new kinds of poetry. A Website with some really innovative ideas is:

writing.upenn.edu/bernstein/experiments.html

Book Resources

The first place to investigate Poetry is your local library. Spend an hour or two in both the adult and children's poetry sections really looking and feeling the poetry there. Most libraries have quite a collection and you will probably find a little something in most of the books that you can use.

Poetry for Dummies book is actually a very comprehensive, all-in-one-place guide to Poetry. It covers topics that include everything from defining poetry, through ideas on how to read it aloud, and write it. It even contains cartoons to humor you through the process. Hungry Minds, Inc. publishes this wide-ranging paperback.

The New York Times Bestseller Series offers a wonderful anthology entitled *Poetry Speaks to Children*. It contains a large variety of great poems from noted poets such as Roald Dahl, Gwendolyn Brooks, Langston Hughes and many others. A CD comes with the book and includes renditions read or performed by the poets and others.

The Poetry for Young People series offers individual books of about 60 pages each on several noted poets including Robert Frost, Maya Angelou, William Shakespeare, and Walt Whitman.

So many truly enjoyable poems for children are available. *Where the Sidewalk Ends* by Shel Silverstein and *My Parent's Think I'm Sleeping* by Jack Prelutsky are another great place to start.

Internet Resources

Of all the threads, the Internet provides the most help in Poetry. There is a great deal of info about the subject. Just search *poetry children* and check it all out.

www.shadowpoetry.com/resources/wip/types.html Over 50 types of poetry are shown here. Click on the type you are interested in and it will show you the definition and some examples.

www.smfc.k12.ca.us/class/park/birnbaum/quilt/ A great example of a classroom project is shown here. It is a quilt made up of individual students acrostic poems.

www.poetry4kids.com/index.php This site has lots of poetry information that you can use.

www.readwritethink.org/lessons/index.asp Another site with lots for teachers to use.

Bertha Hinojosa:

This process expands their vocabulary and increases comprehension. It is an excellent way to teach grammar and the many meanings of words in a very non-threatening way. Children learn to use language to paint a picture with limited, well chosen words.

Standards

Standards vary greatly from state to state. In order to assist teachers in aligning the activities to the appropriate standards, a list is included in **Appendix A** that gives the latest web address for each state's curriculum standards.

Letter to Parents and Caregivers

Dear Parents and Caregivers,

Our class will be writing several different types of poetry during the next few weeks in our effort to assist the students in learning about poetry and a new way to look at their home, school and community. They will also be learning how to listen well, follow directions, and behave politely.

Please contact me with any questions you may have about this project.

Thank you,

Teacher's name

Signature of Parent/Guardian

Date

Sample Poems

Dreams

*Hold fast to dreams
For if dreams die
Life is a broken-winged bird
That cannot fly.
Hold fast to dreams
For when dreams go
Life is a barren field
Frozen with snow.*

—Langston Hughes

Fog

*The fog comes
on little cat feet.
It sits looking
over harbor and city
on silent haunches
and then moves on.*

—Carl Sandburg

Acrostic Poetry

Self/Family



Enthusiastic
Terrific soccer player
Hamburger lover
A good friend to have
Nice kid

School

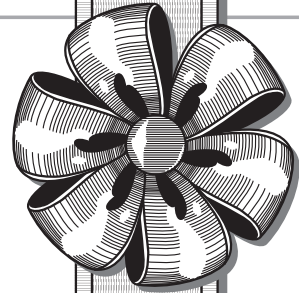


Bear territory
Always ready
Learning place
Terrific teachers
Ice cream for lunch
Many students
Only the best
Report cards
Excellent

Community



Home
A great place to live
Many pretty trees
Movie theaters
Old oak trees
Nice strawberries
Delightful



Cinquains

Poetry
Creative, fun
Imagining, thinking, dreaming
Able to paint a picture
Word-music

A cinquain is a five line poem. It can have an exact number of syllables 2, 4, 6, 8, 2 in order or can follow the pattern shown below:

Line 1: _____

One word subject of poem. What is it about?

Line 2: _____

Two words that describe line 1; usually adjectives

Line 3: _____

Three words that are action words describing line 1; can end in *ing*

Line 4: _____

Feelings that relate to line 1. Can be a sentence.

Line 5: _____

One word that means the same as line 1

Free Verse Poetry

*My city has a story. People came here with dream. To
found a place where families could grow and love.*

*My city has a
Story.
People came here with a
Dream.
To found a place where
Families could
Grow and Love.*

One way to write free verse is to write down three or four words that describe the subject of the poem. Then create a sentence or short paragraph that uses those descriptive words. When you are finished, break the paragraph into lines. Read the lines and make sure they feel and sound right.

Words about the subject: _____

Sentence or short paragraph: _____

Rubric for Poetry Thread

Name of Student (print): _____

Date: _____

Performance Indicators	Possible Points	Actual Score
Brought signed letter back to school on time.	5	
Completed assigned poems following guidelines.	5	
Actively participated in group activities.	5	
Poetry is well focused and interesting to reader.	5	
Followed directions.	5	
Total Possible:	25	



Appendix A: Standards

Standards vary greatly from state to state. The list below is included gives the latest Web address for each states curriculum standards.

Alabama: alex.state.al.us/specialed/curriculum.html

Alaska: www.eed.state.ak.us/standards/pdf/standards.pdf

Arizona: www.ade.state.az.us/standards/contentstandards.asp

Arkansas: arkansased.org/teachers/frameworks.html

California: www.cde.ca.gov/be/st/ss/

Colorado: www.cde.state.co.us/index_stnd-access.htm

Connecticut: www.sde.ct.gov/sde/site/default.asp

Delaware: www.doe.k12.de.us/infosuites/staff/ci/

District of Columbia: www.k12.dc.us/Teachingandlearning/Standards_by_Subject_Area.htm

Florida: www.fldoe.org/bii/curriculum/sss/

Georgia: www.georgiastandards.org/

Hawaii: doe.k12.hi.us/curriculum/

Idaho: www.foridahoteachers.org/id_state_curriculum_guides.htm

Illinois: www.isbe.state.il.us/ils/

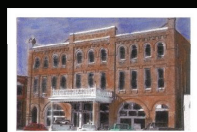
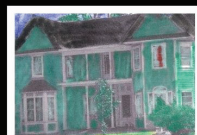
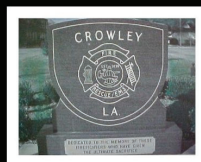
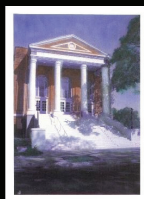
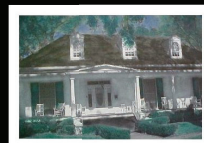
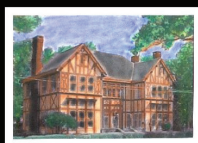
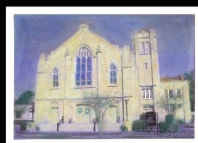
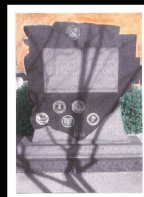
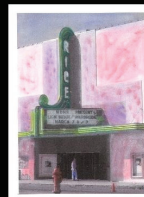
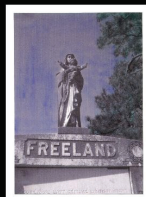
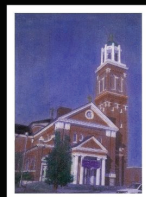
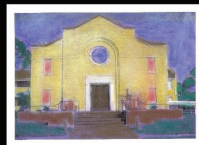
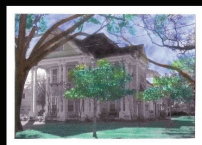
Indiana: dc.doe.in.gov/Standards/AcademicStandards/StandardSearch.aspx

Iowa: www.iowa.gov/educate/content/view/1350/1554/

Kansas: www.cheney268.com/learning/kansascurriculumstandards.htm

Kentucky:	www.kde.state.ky.us/KDE/Instructional+Resources/Curriculum+Documents+and+Resources/
Louisiana:	www.doe.state.la.us/lde/saa/2257.html
Maine:	www.education.com/reference/article/Ref_State_Maine_Learning/
Maryland:	mdk12.org/instruction/curriculum/index.html
Massachusetts:	www.doe.mass.edu/frameworks/current.html
Michigan:	www.michigan.gov/mde/0,1607,7-140-28753---,00.html
Minnesota:	www.education.state.mn.us/MDE/Academic_Excellence/Academic_Standards/index.html
Mississippi:	www.mde.k12.ms.us/acad/id/curriculum/Curr.htm
Missouri:	dese.mo.gov/divimprove/curriculum/frameworks/index.html
Montana:	www.opi.state.mt.us/Accred/cstandards.html
Nebraska:	nelinks.nde.state.ne.us/
Nevada:	www.doe.nv.gov/standards.html
New Hampshire:	www.ed.state.nh.us/EDUCATION/doe/organization/curriculum/CurriculumFrameworks/CurriculumFrameworks.htm
New Jersey:	www.state.nj.us/education/cccs/
New Mexico:	www.ped.state.nm.us/nmStandards.html
New York:	www.emsc.nysed.gov/ciai/
North Carolina:	www.dpi.state.nc.us/curriculum/
North Dakota:	www.dpi.state.nd.us/standard/content.shtm
Ohio:	ims.ode.state.oh.us/ODE/IMS/RRT/Tools/Content/Linking_Standards.asp
Oklahoma:	sde.state.ok.us/Curriculum/ACE/Curriculum.html
Oregon:	www.ode.state.or.us/search/results/?id=53
Pennsylvania:	www.pde.state.pa.us/stateboard_ed/cwp/view.asp?Q=76716
Rhode Island:	www.ride.ri.gov/Instruction/gle.aspx
South Carolina:	ed.sc.gov/agency/Standards-and-Learning/Academic-Standards/old/cso/
South Dakota:	doe.sd.gov/contentstandards/
Tennessee:	state.tn.us/education/ci/curriculum.shtml
Texas:	www.tea.state.tx.us/teks/

Utah:	www.schools.utah.gov/curr/main/default.htm
Vermont:	education.vermont.gov/new/html/pgm_curriculum.html
Virginia:	www.doe.virginia.gov/go/Sols/home.shtml
Washington:	www.k12.wa.us/Curriculum/instruct/
West Virginia:	wvde.state.wv.us/policies/csos.html
Wisconsin:	dpi.wi.gov/standards/
Wyoming:	www.k12.wy.us/SAA/standards.asp



Copies of black and white photographs can be enhanced with pastels to increase students' observational skills.



Appendix B: Possible Projects

Possible Projects

Below is a list of possible projects that students can complete after concluding a thread.

Linguistic Learners:

- Advertisement
- Anthology
- Brochure about City
- Cookbook
- Letter to the Editor
- Magazine or Other Publication
- Museum Exhibit
- Newspaper Article
- Portfolios of Lessons, Units, or a Longer Study
- PowerPoint Presentation
- Written Reports
- Timelines
- Webpage

Visual Learners:

Bulletin Board
Collages
Classroom or School Exhibit
Drawings
Mobiles
Multimedia Presentations
Murals
Museum Exhibit
Paintings
Photo Album or Display
PowerPoint Presentation
Puzzle
Scrapbook Page(s)
Slide Show
Travel Poster
Video Clips
Wall Hanging

Audio Learners

Newscasts
Oral Reports
Panel Discussion of Results
PowerPoint Presentation
Presentation of Work to School, Parents, or Community

Kinesthetic Learners

Game
Museum Exhibit
Potluck
Quilts
School or Town Story Day or Photo Day
Time Capsules
Town Model (before and after)

Service Learning

Service learning is such an important option as a possible thread completion project that it is truly in a class by itself. Service learning can enrich the *Community Connections* threads by integrating meaningful community service with instruction and reflection.

What does service learning look like? Examples of projects that have partnered students and the community include:

- Third, fourth, and fifth grade students creating and illustrating two books on the history of their town.
- Seventh grade students who interviewed and wrote stories about elders in their local retirement community.
- Sixth-twelfth grade students who adopted a neglected historic black cemetery and worked to improve it so that the community could visit and enjoy the site.

But the possibilities are practically unlimited. Students could develop a brochure using photos from their work in the photo and interviewing threads. They could develop a time capsule that could be stored in City Hall. Students could interview local long-time residents about how the city has changed over time, leaving copies of the interviews in the local public library. After learning about their school, they could develop a *Welcome Kit* for incoming students.

